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ABSTRACT

These studies were conducted to determine whether the introduction of media services and materials in elementary schools previously without them had significant impact on the instructional programs of the schools. Within each study, information is organized under: (1) community background; (2) school background information that affects the school media program; (3) the instructional program; (4) the media center staff; (5) media center facilities and equipment; (6) materials; (7) expenditure for media center resources; (8) utilization and accessibility of materials; and (9) impact of the media center's program. Based on the reports of the interviewing teams and the responses of principals, media specialists, teachers and pupils interviewed, a summary makes recommendations for furthering the aims of the program. Appendices provide lists of popular material and a list of books in use which were published before 1960. (JY)

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DESCRIPTIVE CASE STUDIES OF NINE ELEMENTARY SCHOOL MEDIA CENTERS IN THREE INNER CITIES

Title II Elementary and Secondary Education Act of 1965

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Title II
Elementary and Secondary
Education Act of 1965

School Library Resources, Textbooks,
and Other Printed and Published
Instructional Materials

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INTRODUCTION

These descriptive case studies were conducted to determine whether the introduction of media services and materials in elementary schools previously without them had significant impact on the instructional programs of the schools. Testimony before the Congress had repeatedly emphasized that more than 10 million elementary school pupils were attending schools without libraries -- about 70 percent of the public elementary schools. This testimony prompted the inclusion of Title II -- School Library Resources, Textbooks, and Other Instructional Materials -- in the Elementary and Secondary Education Act of 1965 (ESEA).

In 1967 and 1968 the U.S. Office of Education held a series of conferences to obtain professional consensus on an evaluation of Title II. Here it was agreed that public elementary schools with libraries established since 1965 should be included in the evaluation plan. Since prior to ESEA many large city school systems had been unable to provide centralized school libraries, and since, in addition, certain areas of these large cities have acute educational problems, it was decided to study the effects of new media centers and materials on elementary schools of selected ghetto neighborhoods.

Federal units provided the incentive and some of the funds, but the establishment of these elementary school libraries or media centers in large cities was a coordinated endeavor supported by State and local funds as well. The Federal funds came not only from ESEA Title II;

ESEA Title I may have been responsible for facilities, staff, and equipment, with ESEA Title II, NDEA Title III, and local funds supplying materials. The impact referred to is therefore not that of Title II alone. In many instances, however, ESEA Title II was the impetus for the development of these media centers in ghetto areas of large cities. Commissioner Harold Howe II, testifying before the Senate Subcommittee on Education, 90th Congress, stated:

> Title II, while not allocated on a basis of the number of disadvantaged children, is also essentially compensatory in nature. By providing assistance for library, audio-visual, and other educational materials, it endeavors to bring materials available to students in our schools up to a reasonable standard. Most Title II funds have gone into improving library services in the schools.

The statement relates to the interpretation of Section 117.3(b) of the Title II Regulations on relative need:

> The criteria shall, on the basis of a comparative analysis and the application of standards, ...establish the relative need as determined from time to time of children, as well as teachers, for school library resources, textbooks, and other printed and published instructional materials to be provided under the plan. Such criteria shall include priorities for the provision of such materials on the basis of several factors such as the requirements of elementary and secondary instruction, quality and quantity of such materials now available, requirements of children and teachers in special or exemplary instructional programs, the cultural or linguistic needs of children or teachers, the degree of economic need, and degree of previous and current financial efforts for providing such materials in relation to financial ability. The distribution of such resources, textbooks, and materials for children and teachers solely on a per capita basis does not satisfy this provision.

It is important to note, however, that national standards[1] for school libraries recommend an initial outlay for the establishment of new media centers far in excess of the subsequent expenditure necessary to serve teachers and pupils on a continuing basis. None of the schools included in these case studies received any funds for a basic collection as recommended by the standards.

It was therefore necessary to study the staff, materials, equipment and facilities provided in relation to standards, as well as to investigate the effects of the new media centers' services and materials on administrators, teachers, pupils, and the instructional programs of the schools. Particular attention was given to materials, since Title II is a materials program.

A summary of the 1960 quantitative standards for school library programs includes personnel, size of the collection, and annual expenditure. In addition, quantitative standards are specific concerning the recommendations for the staff, materials collections, and funds for newly established media centers. The following are excerpts from these standards:

Reading room area:

- The reading room accommodates at least 10 percent of the enrollment in schools having 551 or more students, and

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1/ American Association of School Librarians. Standards for School Library Programs. Chicago: American Library Association, 1960, p. 100.

45-55 students in schools having 200-550 students. No more than 100 students, and preferably no more than 80, are seated in one reading room.

- The reading room has dimensions based on an allowance of 30-35 square feet per reader. It also has the following:
  - Sufficient adjustable wall shelving of standard dimensions to house ... at least three-fourths of the book collection in the reading room;
  - Several sections of special shelving of various dimensions for reference books, picture books, and magazines;
  - Sufficient space for the circulation desk unit, the card catalog case, vertical files, mobile record players, and other free-standing or mobile equipment;
  - Listening and viewing area;
  - Conference room area;
  - Stack area;
  - Work and office area;
  - Tables and chairs of proper height for the group to be served;
  - Audiovisual equipment;

Minimum requirements for equipment include:

. 16 mm. sound projector	1 per 300 students;
. Filmstrip and 2x2 projector	1 per 200 students;

. Opaque projector	1 per kindergarten, 1 per 5 other classrooms, At least 1 equipped with earphones;
. Tape recorder	1 per 300 students
. Projection screen	1 per classroom;
. Overhead projector	At least 1 per building;
. Radio (AM-FM) receiver	1 per 5 classrooms;
. Television all-channel receiver	1 per 5 classrooms;

Other equipment

- Circulation or charging desk;
- Card catalog;
- Book trucks;
- Legal-size filing cabinets;
- Dictionary stands;
- Atlas stands;
- Large picture files;
- Typewriters;
- Office desk;
- Window seats;
- Informal furniture;
- Exhibits, pictures, plants, and art objects.

In addition the standards recommend:

- That the size of the initial collection of books in the school library, ready for use when the new school opens,[2] be as follows:
  - For schools having 200-499 students...at least 3,000 books;
  - For schools having 500-1,499 students...at least 5,000 books;
  - For schools having 1,500 or more students...at least one-third of the number recommended for book collections in established school libraries.
- That this initial collection of books be systematically expanded so that it reaches the recommended size no later than 4 years (preferably 3 years or less) after the new school is opened.
- That audiovisual materials be purchased in sufficient number to meet the needs of the school when it opens. The collection of audiovisual materials should be developed as quickly as possible, in line with recommended principles.
- That provision be made for the acquisition of pamphlets for the initial collection in sufficient quantity to meet the immediate needs of the curriculum.
- That this collection be expanded systematically after the new school is opened.

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[2] These standards also apply to a newly established school media center.

- That the number of magazines and newspapers available for use in the library...be the same as that for all schools.
- That plans be made to include curriculum and professional materials for teachers.

Methods and Procedures

To accomplish the purpose of the studies, field visits were made to three schools serving children from low-income families in each of three large cities: Los Angeles, Calif.; Cleveland, Ohio; and Buffalo, N.Y. The schools were selected by the directors of school libraries in each city. The suggested criteria for the selection:

- The media center had been established since the inception of the Elementary and Secondary Education Act.
- The media center had some professional staff.
- The school was located in a ghetto area of the inner city.

Interview guides were developed in the Office of Education in cooperation with consultants. A team of six interviewers conducted the studies: three staff members of the School Libraries Section, Instructional Resources Branch, Division of Plans and Supplementary Centers, U.S. Office of Education; two directors of school library service in large city school systems; and one professor of school library administration in an institution of higher education. Two team members visited each community, interviewing appropriate members of the public school superintendent's staff, principals, teachers, media specialists, and pupils. The principal in each school cooperated with the visiting team in the selection of teachers and pupils participating in the study. Teachers participated on a volunteer basis, and six pupils from each grade level were selected on a random basis. In two of the schools, at the suggestion of the principal, pupils enrolled in kindergarten class were not involved in the interview. One week was spent in each community during the period May 6 - 17, 1968.

After a preliminary draft of each case study had been prepared, the directors of school libraries in each participating city were asked to review copies of the materials on their respective communities. Reviewers were asked to check the accuracy and completeness of the draft. Where appropriate, the comments suggested by the reviewers were incorporated in the final draft.

Organization of Report

This report is organized in four sections. Chapters I, II, and III present separate case studies of the schools in the three cities included in the study. Within each case study, information is organized under: (1) community background; (2) school background information that affects the school media program; (3) the instructional program; (4) the media center staff; (5) media center facilities and equipment; (6) materials; (7) expenditure for media center resources; (8) utilization and accessibility of materials; and (9) impact of the media center's program.

Chapter IV is a summary with recommendations based on the reports of the interviewing teams and the responses of principals, media specialists, teachers, and pupils interviewed.

Definitions for Survey of Elementary School Media Centers in Large Cities

For the purposes of this study, the terms inner city and ghetto areas are defined as areas within a city characterized by poverty and acute social disorganization, and inhabited by members of a racial or ethnic group under conditions of involuntary segregation. Large cities are those with a population of 500,000 or more.

Other terms used in this report are adaptations of the terminology used by the School Librarians Association in the 1969 Standards for School Media Programs, and Standard Terminology for Instruction in Local and State School Systems, U.S. Department of Health, Education, and Welfare, Office of Education, May 1967.

Media centers are those facilities administered as a unit in individual schools where books, audiovisual materials, and other instructional materials are made available to pupils and teachers of the school. The term is also used in this survey to refer to units in a transitional stage where collections presently consist largely of printed materials. Other expressions often applied to the media center are school library, instructional materials center, learning center, learning resource center, or educational materials center.

Media centers are also maintained at school district, county, or other unit levels where professional materials for teachers and supplementary materials beyond the means of individual schools may form a major part of the collection. Media centers at these levels may be called curriculum laboratories, professional libraries, or materials centers.

Media specialists are full-time certified personnel who have at least 12 hours of library science and/or audiovisual education and at least half of whose work load is devoted to service as media specialists. They may have a variety of titles such as school librarian, audiovisual specialist, or building coordinator. Media specialists assigned to more than one school should not be confused with media supervisors.

Media supervisors are advisers and other resource personnel in a school system who are charged with specific supervisory responsibilities at the system level in a planned program of developing and improving media services and resources. They may have a variety of titles: supervisor, consultant, coordinator, specialist, director, et cetera.

Media aides include paid adult personnel such as clerks, typists, and others who perform clerical and secretarial work, who have distributive functions for the loan of materials, or who assist with the organization and use of materials. Media aides with some college training may also be assigned semiprofessional duties and responsibilities.

Volunteers are part-time or full-time unpaid adult media aides or technicians.

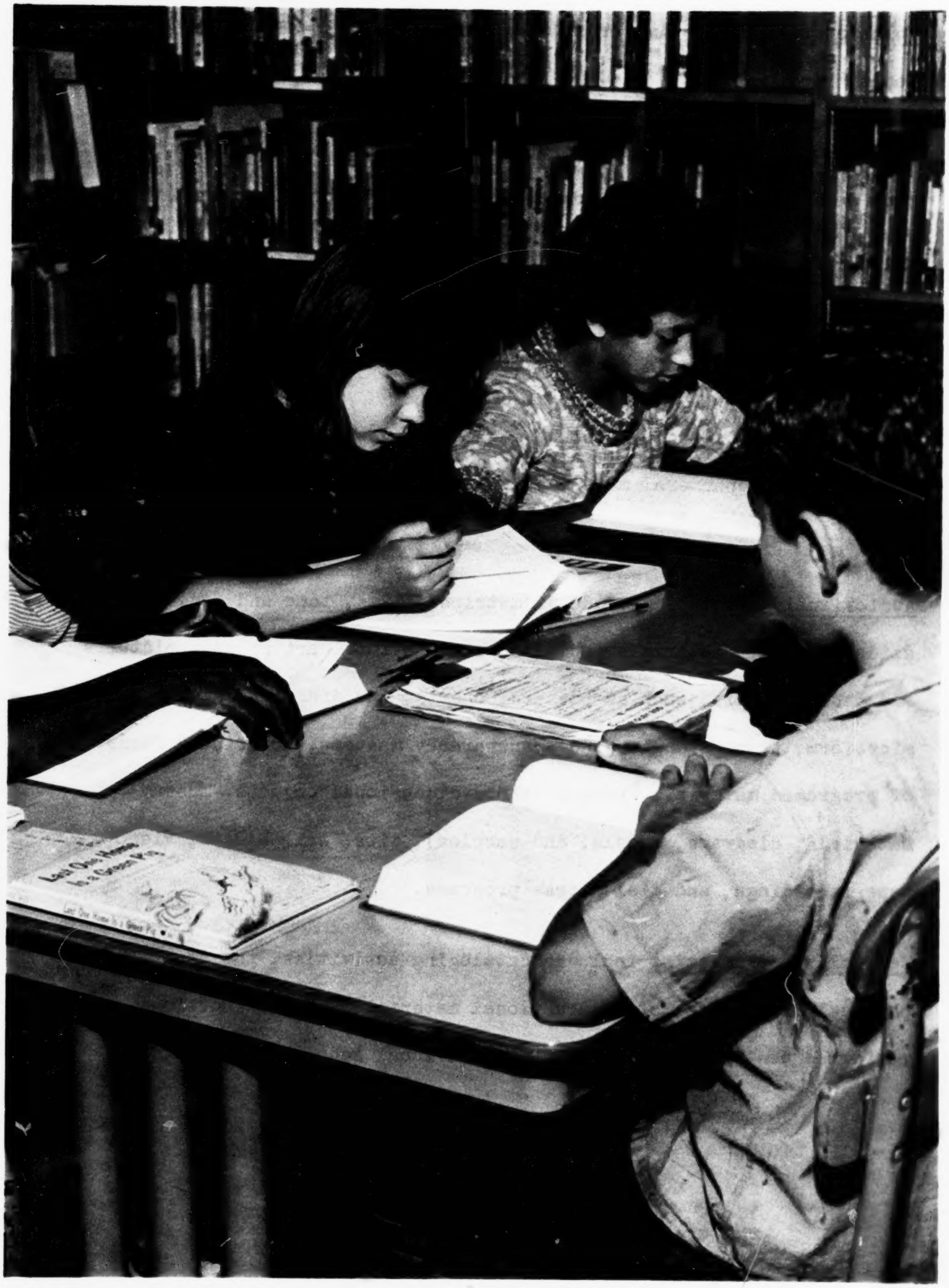
Classroom collections are instructional materials sent to classrooms from media centers or resource centers on short- or long-term loan.

Resource centers are supplementary media centers, structured on a subject or grade-level basis, containing special collections of instructional materials administered by the school media center.

Printed materials include books, magazines, newspapers, pamphlets, clippings and ephemeral materials, catalogs, and printed programed materials.

Audiovisual materials include filmstrips, films, tape and disc recordings, slides, graphic materials including study prints, art prints, pictures and other graphics such as posters, charts, and diagrams; globes, maps, microform, transparencies and transparency masters, nonprinted forms of programed materials, realia (three-dimensional objects, museum materials, diagrams, models, and samples), kits, art objects, video tape recordings, and dial access programs.

Centralized processing includes cataloging activities, the normal physical preparation of instructional materials. These functions are performed centrally rather than in individual school media centers.


Last One Home Is a Green Pig

CHAPTER I

CLEVELAND, OHIO

Marking the reactivation of a service which had been discontinued in 1950, four elementary school libraries were established in Cleveland in December 1964, with leadership and financial aid from the library committee of the Junior League of Cleveland. By December, 1966, 114 elementary school libraries had been established.

The impetus was provided by three factors: (1) The concern of the superintendent of schools; (2) the establishment of the office of Directing Supervisor of School Libraries with the Board of Education; and (3) the contribution of PACE (Plan for Action by Citizens in Education)*, a nonprofit organization with a salaried executive director and offices in downtown Cleveland.

PACE had conducted a survey of the educational needs of Cleveland. One of the priorities listed in its report was the need for the development of elementary school libraries. The PACE Elementary School Library Committee raised more than $300,000 from foundations, business and other organizations, and private individuals. These funds were used only for materials in the elementary schools; the Board of Education paid the furniture and renovation of quarters.

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*Not be confused with the PACE of ESEA Title III: Projects to Advance Creativity in Education

In 1965-66, the first year of the Elementary and Secondary Education Act, 15 elementary school libraries were established as media centers, and 48 libraries in schools with enrollments of more than 750 were strengthened by purchase of additional books, filmstrips, and recordings. By 1967, 118 media centers had been established in elementary schools. Three of the newly established media centers met the criteria for this study and were visited.

The professional staff serving these elementary school media centers consisted of 59 certified media specialists. Most served on a multi-school basis; however, schools with enrollments greater than 1,000 usually had the service of a full-time media specialist. In December 1966, there were 1,570 volunteer aides working part time in the 118 elementary school media centers. These volunteer aides had responsibility for the routine work. The Directing Supervisor of School Libraries said of them:

> Even if I had complete paid staff I would wish to continue to use the services of volunteers because of the liaison with the immediate neighborhood and the contribution the experience with books provides for parents.

School A

Community Background

The neighborhood is predominantly Negro. Many of the residents are homeowners and pride of possession is evidenced by the care of small lawns and shrubbery, although an occasional dwelling is beginning to

show signs of decay. Some small apartment buildings adjacent to the school are in borderline satisfactory condition but are beginning to show signs of a downward slide. In 1968, approximately 15 percent of the school population, or 200 out of 1,300, were eligible for ESEA Title I funds (designed to recognize the special educational need of children of low-income families).

The majority of the parents have aspirations for their children and express visible concern for the community school. Some of the mothers who are not tied to daily jobs are involved in school activities. (On the first day of the visit, a program was in progress to which parents had been invited.) Because in many of the families someone is home during the day pupils are encouraged to go home for a hot lunch and its attendant beneficial relaxation.

The School, the Pupils, and the Teaching Staff

School A includes grades K-6. The building is about 5 years old and is attractive and well kept. The school enrollment is more than 90 percent Negro, reflecting the racial composition of the community. The principal categorized the students as average in ability, with a good representation of above-average achievers. Retardation does not present a major problem in this school.

The enrollment for 1967-68 was 1,296; in 1966-67 it had been 1,340, and in 1965-66, 1,375. Thirty-nine of the 1,296 pupils were interviewed for this study. The estimated number of pupils transferred in during

the school year was 79, and the estimated number of pupils transferred out was 52, indicating a fairly stable school community in a ghetto neighborhood. The small percentage of transfers in and out is significant. The Coleman Report states that stability of the students is considered by some to be important for achievement.[1]

The staff was integrated, headed by an enthusiastic and genial principal who took tremendous pride in the school and its children and "believed" in them. A number of sketches of him, drawn by kindergartners, lined one wall of his orderly and artistically decorated office. His concern for the well-being of his staff, as well as that of his pupils, was expressed in many ways.

The number of classroom teachers for 1967-68 was 35, with a mean class size of 34 (the average for the city of Cleveland is 35). Of the 35 teachers in School A, 18 (or 51 percent) participated in the interview -- 16 females and 2 males. Total teaching experience varied from 3 months to 13 years, with an average of 8 years; teaching experience in School A ranged from 3 months to 3 years with an average of 2.2 years. Fourteen of the participating teachers had the bachelor's degree and three the master's, with one not reporting. Two of the teachers had been assigned to this school at their own request, nine had been assigned with consultation, five without consultation, one because of an emergency vacancy, and one was reported as being selected by the principal. A few of the teachers were leaving at the end of the school year for various reasons, but only one because of poor performance.

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[1] Coleman, James S. Equality of Educational Opportunity. Washington: U.S. Department of Health, Education, and Welfare, 1966, p. 192.

Assigned to the school full time were an art teacher, music teacher, and physical education teacher. The following special service personnel were provided on a limited basis: psychiatrist, nurse, orchestra teacher, speech therapist, doctor, dental nurse, and dentist.

The interviewer reported that the morale of the teachers was high, and that the staff generally was outgoing and cooperative.

The Instructional Program

Before 1965 School A had, in general, a traditional K-6 elementary graded program.

Since 1965, increased emphasis has been given to remedial work, school curriculum planning, use of printed materials (other than textbooks), audiovisual materials, textbooks and supplementary textbooks, and materials prepared by teachers. In addition, several new practices had been introduced since 1965: independent study, individualized instruction, block time, and core curriculum. These practices were employed to a limited extent. Flexible scheduling and team teaching in the first three grades were used extensively.

The media specialists were neither members of the school's curriculum committee nor of its team teaching group. This indicated that the curriculum committee and team teaching groups had no systematic knowledge of services and materials available in the media center and of the importance of such services and resources as a part of the curriculum; and that, on the other hand, the media center was isolated from the evaluation and revisions of the curriculum and new teaching methods introduced in the school.

The Media Center Staff

Two full-time media specialists and two library aides comprised the staff of the media center. These two staff members appeared to have excellent rapport, the interviewer noted, and they related well to teachers and to pupils. The principal expressed much satisfaction with both. One of the aides was a parent in the neighborhood.

The head media specialist in School A had had 49 semester hours of training in the organization, selection, and use of instructional materials. As to printed materials for elementary school children she evaluated this training as adequate, but she believed that her training in audiovisual materials for elementary school children was not. In addition, she had some formal training in working with minority groups and children from families of low socioeconomic status. This included a college course in 1961, an inservice course in 1968, and an NDEA Title XI Institute in 1967. Her professional experience had been 5 years as an elementary school teacher and 5 years as an elementary school librarian.

The second media specialist in School A had had a year and a half of art teaching experience and 6 months' experience as an elementary school librarian. She had no formal training in the organization, selection, and use of instructional materials, and no training in working with minority groups or children of low socioeconomic background.

Media Center Facilities and Equipment

School A was crowded. The principal, however, had shown his support of the media center program by moving the media center from a smaller room into a large double room which had been intended originally to be the multipurpose room of the school.

When questioned as to whether he would convert the library into two classrooms if the enrollment of the school increased significantly, the principal answered emphatically that he would not.

Even so, the room designated for the media center was not large enough. There was insufficient space for the development of media programs; there were no work areas or space for preparation of learning materials.

The reading room area consisted of 2,016 square feet. For School A, the reading room space, according to the standards, should be at least 3,000 square feet. (These dimensions do not include conference rooms, audiovisual viewing and listening room, storage for equipment and materials, or work and office space.)

There were seven tables and four chairs which were not standard media center furniture. However, the room was attractively decorated. Shelving was adequate, but did not allow for expansion.

Minimum requirements in equipment for an adequate media center program were not met. Table 1 lists equipment in School A's media center.

Table 1. Provision of media center equipment in School A

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand	X	
Atlas stand	X	
Vertical file	X	
Picture file	X	
Carrels		X
Cushions or pillows		X
Cabinets for storage		X
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies		X
Running water		X
Typewriter		X

Table 1. Provision of media center equipment in School A - Continued

Item of equipment	Yes	No
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers	X	
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

Materials

If national standards of 1960 for books had been met in this school, there would have been 12,960 books (10 books per pupil). As shown in table 2, the book resources were only 26 percent of the recommended standard, and represented only 2.6 books per pupil. The standards were met for numbers of periodical subscriptions. Obviously, the numbers of audiovisual materials, as indicated in table 2, show great inadequacy. The media center resources included no professional materials.

Materials for the media center were selected by the Directing Supervisor of School Libraries of the Cleveland Public Schools.

Table 2. Media center resources, School A: School year 1967-68

Materials	No. of items
Books[1]	3,400
Periodicals (subscriptions)	25
Newspapers	
Pamphlets	20
Photographs	61
Musical scores	
Maps	5
Globes	1
Recordings (albums)	261
Sets of transparencies	320
Tapes	8
Slides	
16 mm. films	
8 mm. films	
Video tapes	
Microfilm	
Programed instructional materials	40
Filmstrips	751

[1] There were no paperback books in the book collection

Expenditures for Media Center Resources

Table 3 shows the annual expenditures and per pupil expenditures from local and Federal funds for printed and audiovisual materials in School A's media center for fiscal years 1966, 1967, and 1968.

Table 3. Expenditures for media center resources, School A: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil Expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of* total	Funds	% of* total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 8,815	$3,463	39	$2,248	25	$3,104	35	$6.41
1967	7,084	1,800	25	4,484	63	800	11	5.29
1968	4,866	1,683	34	1,500	31	1,683	34	3.75
Total	$20,765	$6,946	33	$8,232	39	$5,587	26	

*Do not total 100 because fractions were omitted.

Even if we compare only annual expenditures per pupil with the average for books - $5 - and the average for audiovisual materials - $4 - in no fiscal year did School A meet the standards for annual per pupil expenditures. The total Federal impact for each year far exceeded the local amount spent, with ESEA Title II providing the largest total amount of $8,232. (No ESEA Title I funds were spent for media center materials in this school during the period 1966-68.)

If we estimate the cost of elementary school books at $4 per volume, an initial collection of books alone would have cost $20,000; the total amount for annual expenditures for the 3 years for all types of materials purchased was $20,765.

Utilization and Accessibility of Materials

Classes came to the media center with their teachers on a fixed schedule. The general pattern of media center periods appeared to be for media specialists to present some type of reading stimulation activity, and then for the pupils to choose books to be borrowed for home reading. Classroom collections, as well as filmstrips and a few recordings, were available to teachers.

In School A, 12 of the interviewed teachers reported that their classes had the use of the media center one period a week; three teachers replied that their classes used the media center several times a week; and three said that their classes could use it less than once a week.

The media center was open, with professional staff, before and after school and at lunch periods. At these times, pupils were free to use the media center as individuals.

Twenty-three of the 39 pupils interviewed in School A said that they used the media center only at assigned class periods. None went to the media center before classes, but five used the media center after classes, and 16 reported having free access to it at any time during the school day.

The school scheduling policy determines the amount of time that pupils may have access to the media center as a learning laboratory. In School A, 19 of the interviewed pupils reported using the media center only once a week, seven used it twice a week, and four, more than five times a week. It is assumed that pupils using the media center more than five times a week, and having free access to the media center, were those in the individualized instruction and independent study programs.

The interviewer stated that, in view of the meagerness of the media center's resources, it was not possible to determine the relation of home circulation to maintenance in the center of sufficient variety and quantity of books to support instructional, reference, or stimulatory activities in the media center and classrooms.

Nevertheless, the average number of books borrowed for home use each day was 300, of periodicals, 15. Since most of the pupils were allowed to borrow only one book at a time for home use, it appears that about 25 percent of the total pupils borrowed a book each day.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal reported that even with the introduction of new teaching methods since 1965, the instructional program was not completely adequate for meeting the special needs of the children served, and that the new media center made only a slight contribution to changing the instructional methods. He attributed this lack of impact on the paucity of materials and equipment in the media center, staff limitations, and insufficient funding.

He believed that the media center was having a positive effect upon the teaching-learning process within the school, but that it was too soon to make any more than a general statement in this regard.

The principal provided the interviewers with the results of the Stanford Reading Test for pupils in the 3d and 6th grades administered by the Cleveland Public Schools. School A showed the following median reading test scores for the 3 fiscal years:

Grade	1965	1966	1967
3d	2.8	3.1	3.4
6th	5.1	5.8	6.0

It is significant that the median reading scores were approximately at grade level, and that there was increase in the scores for each grade from 1965 to 1967.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Eight, or 44.4 percent, of the interviewed teachers stated that their teaching had been greatly improved because of the media center materials; 10 teachers, or 55.5 percent, indicated that their teaching had been only slightly improved because of it.

The interviewer reported that the administrative support of the media center program was reflected in the attitudes of the teachers. They were pleased with the media center program and materials and praised the efforts of the two media specialists. Nevertheless, some said that their teaching had been only slightly aided because the collection of materials was still very small in relation to the number of pupils and teachers using it. Some teachers said also that the effectiveness of the media center program would be increased if there were more time to confer and plan with the media specialists, and to examine materials.

The media center services that teachers regarded as most helpful to pupils, ranked by the number of teachers indicating each item, were:

Services	No. of teachers
. Easy access to materials and equipment	12
. Book selection guidance	11
. Literature appreciation	9
. Storytelling	8
. Book talks	6
. Assistance to pupils in study and work techniques	5
. Formal media instruction	2
. Other (dramatization of Negro poetry)	1

The media center services which the teachers saw as most helpful to themselves were:

Services	No. of teachers
Availability of reference and research materials	15

Services	No. of teachers
Availability of reference and research materials	15
Availability of audiovisual materials	13
Availability of books	9
Media center assistance in planning units of work	8
Information on new materials	3
Bibliographies for units of study	1
Meetings on grade level or subject area	1
Professional publications	1
Other (picture file for social studies)	1

The teachers' ratings of the media center services most helpful to their pupils and themselves gave high priority to the availability of resources in an organized central media center. This reinforces one of the major conclusions of the Gaver study, schools with media centers and professional staff have definite educational advantages.2/

It is important to note the high rating given by teachers to book-oriented services among those most helpful to pupils. The insufficiency of audiovisual materials and equipment housed in the media center, and the need to introduce reading as a recreational activity, may be responsible for this high rating.

2/ Gaver, Mary. *Effectiveness of Centralized Library Services in Elementary Schools*. New Brunswick, N.J.: Rutgers University Press, 1963.

The 18 representative teachers who were interviewed in School A were asked to assess the appropriateness of the resources in the media center to the instructional program. They responded as follows:

Rating	No. of teachers
Excellent	1
Very good	1
Good	10
Poor	5
Don't know	1

The media specialists both rated the appropriateness of the resources in the media center to the instructional program as good, but limited.

The teachers were requested to rate the appropriateness of the resources in the media center to the special needs of the pupils. They responded as follows:

Rating	No. of teachers
Excellent	0
Very good	2
Good	7
Poor	9
Don't know	0

In this connection, the media specialists rated the appropriateness of the media center resources for meeting the special needs of the pupils as good, whereas nine of the teachers interviewed rated the collection as poor in relation to the special needs of the pupils.

In Ohio, the boards of education of each city and local school district are required to furnish free basic textbooks to all pupils; basic textbooks are therefore not eligible items under ESEA Title II. A local school district may, however, spend up to 25 percent of its allotment for textbooks for supplementary use.

Because textbooks are so related to the use of other instructional media and because of their importance in instruction, teachers were asked their opinions on textbooks and their use in School A. To the question "Are textbooks available where needed in every subject for each child in your class?" 15 of the teachers answered "yes"; two answered "no"; and one answered "not applicable." Sixteen of the teachers said that their pupils were permitted to take textbooks home; one answered that pupils could not take textbooks home; one answered "not applicable."

Of significance is the copyright date of major textbooks used in schools serving minority-group children, since before 1960 few textbooks represented minority groups. Nine of the teachers were using major textbooks copyrighted before 1960; eight were using textbooks copyrighted after 1960. Of the teachers interviewed in School A, one indicated that the textbooks used included minority groups in the content and illustrations, and 16 used textbooks that do not include minority groups in content or illustrations.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

Thirty-nine pupils of a total enrollment of 1,296 in School A were interviewed in an attempt to determine their reaction to the newly established media center, and their evaluation of the services and materials provided. Of the pupils interviewed, 19 were boys and 20 were girls, in the following grade categories:

Grade	No. of pupils
1st	4
2d	4
3d	8
4th	8
5th	8
6th	7

Thirty-two of the 39 pupils reported that they liked to use the resources and facilities of the media center because they liked to read. Taking into account the possibility that a number of pupils responded affirmatively to this question because they thought this is what the interviewer wanted to hear, the percentage is still high.

Thirty-eight of the pupils interviewed in School A reported that they liked to go to the media center "most of the time." The one pupil who did not like the media center gave as his reason that he did not know what to get. The reasons for going to the media center are ranked below in the order of the frequency of response by pupils to the reasons listed:

Reasons	No. of responses
I like to read	32
I like to study there	22
I like to look at filmstrips	12
It is quiet	12
The librarian is nice	11
Someone reads to me	10
I like to look at pictures	9
I like to listen to records	7
It is pretty	6
I like to look at magazines	4

Eight of the pupils indicated that they could locate materials in the media center for themselves; 30 pupils reported that the media specialist helped them most of the time to locate materials, and one said that the teacher helped most of the time in locating materials. All of the pupils interviewed, however, reported that there were books in the media center that they could read by themselves. Only one of the pupils could not find books and pictures in the media center to help him with his schoolwork.

In response to the question "Are there books in the media center with pictures of children that look like you?", 25 of the pupils interviewed in School A answered "yes", and 11 answered "no." This question was difficult to explain to the younger pupils and they interpreted it in various ways; the older pupils were able to associate the question with color and race.

School B

Community Background

The surrounding neighborhood, predominantly Negro, is the most depressed in the Cleveland urban area, and is nationally known for its troubled conditions and racial unrest. Yet during the riots of 1966 not one window was broken in the school, nor did it suffer any other vandalism.

Originally a community of middle-income Caucasians, the neighborhood has changed into a low-income Negro ghetto. In the midst of trees and some grass, remnants of a previous prosperity, are dwellings - some detached and porch-fronted -- which show the usual signs of neglect and decay. Opposite the school is a boarded-up apartment building gutted by fire, though not as a result of the riots. Many of the families are recipients of some kind of welfare assistance. Next to the school is a church which carries on an afterschool program for some of the children of the community.

The School, the Pupils, and the Teaching Staff

School B, with a program of prekindergarten to grade 6, is housed in a building less than 5 years old. The school is located within a block of the site of a riot in 1966, but its atmosphere is relaxed and congenial. On the day the interviewing team visited the school, there were a number of potted plants in one of the storage rooms -- the residue from a Mother's Day flower sale.

School B is number 1 on the list of Cleveland schools eligible for ESEA Title I funds; eighty-seven percent of the pupils enrolled receive welfare assistance. The children were friendly and outgoing. Several greeted the interviewers when they drove into the parking lot in the morning. When these same children chanced to come into the media center later in the day, they reminded the interviewers of the morning encounter. After school, the interviewers visited the Treasure House Branch of the Cleveland Public Library. Here they met one of the children who had been interviewed, and he came up to them like an old friend.

Career aspirations are somewhat lower than in School A. Several girls want to be beauticians and fewer boys than in School A want to be doctors and lawyers. Evidences of family loyalty were revealed in some vocational choices. One little kindergarten boy wanted to be a garbage man because his father was.

The enrollment at this school is on the decline:

School year	No. of pupils
1965-66	1,000
1966-67	925
1967-68	850

One contributing factor is urban renewal in the area. The number of transfers out (542) for school year 1967, and the number transferred in (405), are high as compared to School A, denoting a much more unstable population.

The principal spoke enthusiastically of the school, its program, and its children. It was evident that the children found her quite approachable, and in the few instances when the interviewing team had an opportunity to see her dealing with a problem, she seemed understanding, but firm.

In 1967-68, there were 21 classroom teachers out of a professional staff of 37. The mean class size was 29.2. In School B, 19 (90 percent) of the 21 classroom teachers were interviewed -- 2 males and 17 females. They represented from 8 months to 43 years of total teaching experience, with an average of 12 years. They also represented a teaching grade span from kindergarten to the 6th grade. Fourteen of the teachers interviewed had the bachelor's degree and five had been awarded the master's degree. Two of these teachers were assigned to School B at their request, nine were assigned after consultation, and eight without consultation.

The professional staff, in addition to the classroom teachers, consisted of a guidance counselor; two teachers of handicapped children; one teacher each of art, music, physical education, and speech; and one mathematics consultant. In addition, the professional services of two remedial reading teachers, a psychologist, and a nurse were available on a part-time basis.

The interviewer reported that the teachers were friendly and cooperative, and that the professional staff she met in the media center seemed to be well-qualified, capable, and experienced.

The Instructional Program

In the opinion of the principal, the instructional program to some extent was adequate for meeting the special needs of the pupils. She pointed out that, since 1965, greater emphasis had been placed on remedial work, school curriculum planning, use of board of education curriculum guides, media center books and audiovisual materials, materials prepared by teachers, and textbooks and supplementary textbooks.

New teaching practices had been introduced since 1965, but there was variation in extent of practice. The independent study program, individualized instruction, tutorial program, block time, and core curriculum had been practiced to a limited extent in the lower elementary grades and in special education classes. Flexible scheduling was practiced extensively. Building-level inservice training courses have assisted teachers in making the adjustment to all new teaching methods and practices.

The head media specialist was a member of the curriculum committee and her responsibilities therefore included curriculum planning.

The Media Center Staff

The media center staff consisted of a head media specialist, an assistant media specialist, and a media center aide. Both media specialists worked full time.

The interviewer reported that the head media specialist was the only one who lived within the school community. She had lived there from childhood and had witnessed the deterioration with regret, but wished to remain there because of the convenience to cultural activities of the city. Her relations with the teaching staff were good. She and the teachers who came into the media center seemed friendly and at ease with each other.

The head media specialist had had 17 years' experience as a 2nd grade teacher and 3 years' experience as an elementary school librarian. She evaluated her training, which included a master of library science degree, as print-oriented, and the amount of training in audiovisual materials for elementary school children as inadequate. Her training in working with minority groups and children from low socioeconomic levels included a college course in 1950 and an inservice course in 1964.

The certified staff member serving as a media specialist had had a year of teaching experience and a year's experience as an elementary school librarian. His training was in the field of audiovisual materials for elementary school children; he considered his training in printed materials for elementary school children sufficient. His formal training in working with minority groups or children of low socioeconomic status consisted of one college course.

In 1967, School B, with a media center staff of two full-time media specialists and an enrollment of 850, did not meet the 1960 standards for personnel, which would have required two full-time and one half-time media specialists.

Media Center Facilities and Equipment

The media center was located on the first floor in one-half of a former multipurpose room. The hot lunch program was located in the other half; the sliding doors between the two rooms were kept open at all times. The interviewing team suggested that moving two sections of shelving a foot to one side would have allowed the folding doors to be closed at certain times of the day to shut out kitchen noise.

Within this rectangular room, approximately 1,075 square feet, were located the reading, listening, and viewing area; picture-book and storytelling area; and the stacks and magazine storage area. No provisions had been made for a conference room, office space, workroom, professional materials area, or classroom.

The reading room, with seven tables and 52 chairs, accommodated 6 percent of the pupils enrolled, or one class and 23 individual users.

The media specialist said that the 186 feet of regular shelving and the oversize shelving were not adequate to house the present collection.

Equipment, in kind and number, to support a viable media center program was not provided (see table 4).

Table 4. Provision of media center equipment in School B

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand	X	
Atlas stand	X	
Vertical file		X
Picture file		X
Carrels		X
Cushions or pillows		X
Cabinets for storage		X
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies	X	
Running water		X
Typewriter		X
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers	X	

Table 4. Provision of media center equipment in School B - Continued

Item of equipment	Yes	No
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

Materials

The collection in School B was selected by the media specialists in cooperation with the teachers and the Directing Supervisor of School Libraries.

Table 5 provides data on the number and types of materials in School B during 1967-68.

A collection of 3,200 books, representing 3.7 books per pupil, was 5,300 books below the 1960 standard for a minimum collection. If, on the other hand, the recommended basic collection of 5,000 books had been acquired in the first year of the program, and the recommended 10 books per pupil had been added to the collection in 1966 and in 1967, the book collection for 1968 would now be 27,750 books for the use of teachers and pupils.

The number of magazines came very close to meeting the recommended standard of 25 subscriptions in schools having grades K-6. Although the quantity and types of audiovisual materials were an improvement over School A, they did not meet the national standard.

No professional materials were reported as part of the media center collection.

Table 5. Media center resources, School B: Fiscal year 1967-68

Materials	No. of items
Books[1]	3,200
Periodicals (subscriptions)	22
Newspapers	
Pamphlets	
Photographs	
Musical scores	
Maps	
Globes	1
Recordings (albums)	
Sets of transparencies	13
Tapes	
Slides	
16 mm. films	
8 mm. films	
Video tapes	
Microfilm	
Programed instructional materials	
Filmstrips	381

Expenditures for Media Center Resources

Table 6 provides data on the annual expenditures for media center resources for 1966, 1967, and 1968 from local and Federal funds for School B.

Table 6. Expenditures for media center resources, School B: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditures from State and local funds		Expenditures from Federal funds				Per pupil Expenditure	Enrollment
				ESEA II		NDEA III			
		Funds	% of total	Funds	% of total	Funds	% of total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1966	$ 9,815	$ 3,463	35	$3,248	33	$3,104	31	$ 9.81	1,000
1967	4,849	1,800	37	1,614	33	1,435	29	5.24	925
1968	40,850	40,000	97	850	02	-	-	48.05	850
Total	$55,514	$45,263	81	$5,712	10	$4,539	08		

* Do not total 100 because fractions were omitted

In fiscal year 1968 (see column 3), $40,000 of State funds was allocated to School B for expanded and adapted learning materials; these materials were a part of the media center resources. Even though Federal funding from ESEA Title II and NDEA III represented only 18 percent (see columns 6 and 8) of the total annual expenditure for media center resources for the 3 fiscal years, Federal interest in media center resources stimulated State and local agencies to increase their efforts in providing additional funds for media center materials.

According to the 1960 standards, in fiscal year 1968 the annual expenditure exceeded the recommended standards and provided adequate funds to supply the recommended 5,000 books, and other types of printed and published materials.

Utilization and Accessibility of Materials

The principal and the media specialists commented on the frequency of use of the media center facilities and resources by teachers and pupils.

Classes, accompanied by teachers, were scheduled in the media center. The media specialists reported that the policy was being modified to include some flexible scheduling, which would allow teachers to bring classes into the media center whenever the instructional process demanded use of the resources, and would also permit free access by individual pupils any time during the school day.

Fifteen of the teachers participating in the study reported that their classes were scheduled in the media center once a week, and four reported that their classes had the use of the media center less than once a week.

Twenty-eight of the 41 pupils interviewed in School B said that they used the media center once a week; five reported that they went to the media center three times a week; four stated that they went to the media center with their class twice a week; and four reported using the media center less than once a week.

The media center was open, with professional assistance, before and after school and during all lunch periods, yet few pupils made use of the resources at these times. Only one pupil interviewed used the media center before classes; eight used the facilities after classes; three made use of the media center at some lunch periods; four reported that they had free access to the media center at any time during the school day; thirty reported that they used the media center only at assigned periods. If this was a general pattern, then it may be assumed that most of the pupils used the resources less than once a week.

The head media specialist was the only one in the study who was innovative enough and daring enough to lend equipment and media to pupils for home use. Filmstrips and viewers were circulated for home use. The interviewer reported that pupils above the 3d grade level were allowed to borrow more than one book at a time. The estimated average daily circulation was 200 books, 15 periodicals, 20 filmstrips, and four filmstrip viewers. With an enrollment of 850 pupils, the 200 book daily circulation figure means that less than 25 percent of the pupils were borrowing books for home use.

Textbooks

As in School A, the availability of an adequate supply of appropriate textbooks took on added importance because of the dearth of media center resources.

Fifteen teachers reported that textbooks are available where needed, in every subject, for each pupil in their classes; three teachers reported that the necessary textbooks were not available; one teacher answered "not applicable." Six of these teachers permitted pupils to take textbooks home; 12 did not allow books to be taken home.

Ten teachers used textbooks copyrighted before 1960, and eight used textbooks copyrighted after 1960. Eight of the teachers participating in the study reported that information concerning minority groups was included in the text and illustrations of the textbooks used; 10 reported use of textbooks with no reference to minority groups in either text or illustrations.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal reported that the media center has had little impact on the changes in the curriculum or on teaching methods; however, she stated that the influence of the media center was increasing as the collection grew and more services were provided.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Of the 19 teachers interviewed in School B, seven reported that the media center had greatly improved their teaching; five reported that their teaching had been slightly improved; seven offered no response to the question.

Table 7 shows the effects of pupil materials on teaching.

Table 7. Teachers' report on effects of media center pupil materials on teaching, School B

Effects of pupil materials	No. of teachers	
	Yes	No
Materials have helped teaching in general.	16	3
Materials have helped teaching pupils with learning difficulties.	12	7
Materials have helped in teaching pupils from low-income families.	10	9
Materials have helped in teaching pupils from non-English-speaking homes.	-	-
Materials have helped in teaching pupils from racial and ethnic minorities.	10	9

Teachers were asked which of the services provided in the media center were most helpful in improving teaching methods. The teachers in School B reported the following materials and services as most helpful. These are ranked in order of number of responses:

Materials and services	No. of teachers
Audiovisual materials	14
Books	11
Magazines	4
Availability of reference and research materials	9
Information on new materials	4
Efficient circulation system	4
Services of media specialist as resource person in the classroom	3
Meetings on grade level or subject area	2

It has been noted that more audiovisual materials were available in School B than in School A, and that audiovisual materials and equipment were circulated for home use in School B. This may account for the number of teachers rating use of audiovisual materials as the most helpful service provided by the media center.

In rating the services provided by the media center most helpful to pupils, the teachers emphasized the services of an organized central media center, and the introduction to books and reading to pupils from non-book-oriented homes.

Materials and services	No. of teachers
Easy access to materials and equipment	11
Storytelling	11
Book selection guidance	9
Literature appreciation	9
Book talks	5
Assistance to pupils and work techniques	4
Formal media instruction	3

The interviewer reported that in a discussion with the head media specialist she had indicated that storytelling and similar activities were being carried on to interest boys and girls in reading. On the day of the visit, one period involving poetry reading with the use of transparencies was observed.

Media specialists and teachers were asked their opinion of the media center resources in relation to their appropriateness to the instructional program. The media specialists rated the resources as good. The opinions of the teachers varied:

Rating	No. of teachers
Excellent	4
Very good	3
Good	10
Poor	1
Don't know	1

Media specialists and teachers were also asked their opinion of how well the media center resources met the special needs of the pupil. Here too, the media specialists rated the materials as good, and the teachers' ratings varied:

Rating	No. of teachers
Excellent	3
Very good	5
Good	4
Poor	7
Don't know	0

The resources of the media center, from the ratings of the media specialists and the teachers, were more appropriate for supporting the instructional program than for meeting the special needs of the pupils being served. This fact has significant implications for book selection.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

Forty-one of an enrollment of 850 participated in the interview at School B -- 20 boys and 21 girls. The grades represented were as follows:

Grade	No. of pupils
Kindergarten	7

Grade	No. of pupils
1st	4
2d	3
3d	9
4th	6
5th	6
6th	6

All of the pupils interviewed said that they liked to go to the media center most of the time. The reasons given for liking the media center were:

Reason	No. of pupils
I like to read	33
I like to study there	17
I like to look at filmstrips	12
It is quiet	13
The librarian is nice	11
I like to look at pictures	11
It is pretty	6
I like to look at magazines	6
Someone reads to me	5
I like to listen to records	2

Thirty-three of the interviewed pupils declared, as their first reason for liking the media center, that they liked to read. Closely related

was the point that 39 of the pupils reported that there were books in the media center which they could read by themselves, with only two pupils reporting that they could not find books they could read themselves. Thirty-seven said they could get resources from the media center to help them with schoolwork; four reported that they could not get such materials.

This success in locating materials they could read, and materials to assist them with schoolwork, may account for the fact that the majority of pupils interviewed like to go to the media center.

In School B, 14 of the interviewed pupils said they could locate materials without assistance, and 27 reported that the librarian helped them most of the time. Only one pupil admitted that a friend helped him most of the time.

In rating the media center services most helpful to pupils, the teachers participating in the study gave the lowest rating to formal instruction in the use of media centers. This is reinforced by the report that the majority of the pupils interviewed indicated that they were not independent media-center users.

School C

Community Background

This community formerly composed primarily of residents of Middle-European descent, is becoming mixed with those of Puerto Rican and Latin American heritage. It is an industrial area, near a railroad line, with gas and water tanks forming a part of the skyline. Modest two-story row houses flank the school. The interviewer received the impression of a blue-collar community that is not too prosperous.

The School, the Pupils, and the Teaching Staff

School C, with grades prekindergarten to 6, is housed in an old school building constructed in 1896, with an annex added in 1905; the interior, however, was brightened by fresh green paint and the air was one of order and tidiness. At the time of the interviewing team's visit in May, 1968, the large center hall on the first floor was decorated with flower-embellished posters and name cards for each classroom door.

This school is eligible for benefits from ESEA Title I. At present it is one of the participants in a Cleveland program for cultural enrichment of inner-city children, under which certain pupils are selected for periodic visits to museums and other cultural centers in the community. On the day of the visit of the interviewing team, preparations had been made for a visit to Dunham Tavern, a downtown museum of early Ohio and Cleveland memorabilia.

The enrollment has fluctuated since the school year 1964-65, as indicated below:

School year	Enrollment
1965-66	490
1966-67	503
1967-68	493

For a ghetto school, the number of pupils transferring in and out has been insignificant. Between January and June of 1967, the number of transfers in was 40, and the number of transfers out was 44.

The majority of the 493 pupils were white, with approximately 10 percent of Latin American descent and about 20 percent Negroes. Some of the children are first-generation immigrants. One of the boys interviewed had been in America only 2 years; now in the 4th grade, he had overcome the language barrier and spoke and read English well.

By and large, the children were not bilingual, but a number came from homes where the original language of their ethnic group was spoken, and they generally knew at least a few phrases in that language.

The aspirations expressed by these pupils were modest. A number of the girls wanted to work in hospitals; one wanted to be a bride. One Latin American girl wanted to be a teacher; another wanted to be a librarian. Boys tended toward the trades.

For the most part they were quite friendly, and all interviewed were cooperative. They listened satisfactorily and responded fairly well to directions.

There were 14 classroom teachers, with an average class size of 35, larger than in Schools A and B. Auxiliary personnel, available on a part-time basis, included a psychologist, nurse, art teacher, music teacher, physical education teacher, and speech teacher.

Twelve of the 14 classroom teachers in School C were interviewed -- 2 males and 10 females. The total teaching experience varied from 2 to 14 years, with an average of 8 years. Eleven bachelor's degrees and one master's degree were represented on the teaching staff. The teachers participating in the case study have teaching assignments from kindergarten to the 6th grade, with two ungraded class teachers represented.

One of the teachers was assigned to the school upon request, three had been assigned with consultation, and eight without consultation.

The Instructional Program

As was the case in Schools A and B, the instructional program in School C had been in the process of study and revision since 1965.

These changes had been reflected in an increased emphasis on remedial work and school-level curriculum planning, and on use of printed and audiovisual materials and textbooks and supplementary texts. The use of board of education curriculum guides and materials prepared by teachers had not increased since 1965.

Individualized instruction, an outgrowth of a flexible scheduling organizational pattern, had been introduced since 1965, and was now in wide practice in the school. An independent study program was in the planning stage, as was the ungraded class program. Block time was practiced to a limited extent, and the core curriculum program was in the experimental stage.

The Media Center Staff

The media specialist, previously a secondary school teacher, had a master's degree in library science. This was her first experience with elementary school children and, she stated, she was enjoying it immensely.

Because there was no media aide assigned to this school, volunteers assisted the media specialist. The interviewing team had an opportunity to observe three volunteers in action, one in the morning and two in the afternoon.

The media specialist's training included 28 semester hours in the organization, selection, and use of instructional materials. The emphasis in her training was on printed materials for elementary school children. In her opinion, her training was inadequate in audiovisual materials for the elementary school child. She had had no formal training in working with minority groups or children from low socioeconomic levels.

In the two classes observed, the activities were conducted by the volunteers rather than by the media specialist. This may have been because the media specialist was arranging for the pupils and teachers to be interviewed. Nevertheless, the volunteers referred to other activities that they conducted, which may indicate that this happened often.

Both lessons involved storytelling, heavily supported by books. The morning volunteer gave a superior performance. A parent of one of the pupils of the school, she has been identified as having career potential and interest in librarianship. Her home responsibilities had made it impossible for her to study for qualification, but she planned to do so.

The afternoon volunteers took their assignments very seriously; they have been faithful. It was the impression of the interviewer that taking over the program from these ladies by the assigned media specialist will present a real challenge in public relations, as both volunteers seemed to be of strong character and appeared to be leaders in the community. Apparently they had served diligently when there was no media specialist.

The media specialist was neither a member of the curriculum committee nor a member of a team teaching group; thus her involvement in the instructional program was limited.

To provide the services required of a media center, School C, with an enrollment of 493 pupils in 1968, should have had one full-time and one half-time media specialist.

Media Center Facilities and Equipment

The media center was located on the first floor of the building, in a converted classroom which had been renovated, including lowering of the unusually high ceiling. The center was orderly and attractive.

The media center comprised a reading room, a part of which was the picture-book area, and stacks and magazine storage area. Seven tables and 44 chairs were provided with 230 feet of regular shelving and 3 feet of special shelving for picture books.

The media specialist reported that the shelving footage was adequate for the present collection, but did not allow for any additions to the collection.

No provisions were made for a listening and viewing area, conference rooms, or office and work area.

The quantity and types of equipment available did not provide for adequate support of the instructional program (see table 8).

Table 8. Provision of media center equipment in School C

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand	X	
Atlas stand	X	
Vertical file		X
Picture file		X
Carrels		X
Cushions or pillows		X
Cabinets for storage		X
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies	X	
Running water		X
Typewriter		X
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers	X	

Table 8. Provision of media center equipment in School C - Continued

Item of equipment	Yes	No
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

Materials

Table 9 shows the resources of the media center in School C in school year 1967-68.

The book collection in School C was below the recommended 1960 standard for schools with enrollments of 200-999 pupils. If the minimum collection for a new school media center of 3,000 books had been provided, the annual additions to maintain a book collection to support a school of this size would have been the level of the present book collection after 3 years of operation.

The number of periodicals was five below recommended standards, and audiovisual materials were most inadequate to support the instructional program. Professional materials were not reported as a part of the media center resources.

Table 9. Media center resources, School C: School year 1967-68

Materials	No. of items
Books[1]	2,400
Periodicals (subscriptions)	20
Newspapers	
Pamphlets	
Photographs	
Musical scores	
Maps	
Globes	
Recordings (albums)	
Sets of transparencies	
Tapes	
Slides	
16 mm. films	
8 mm. films	
Video tapes	320
Microfilm	
Programed instructional materials	
Filmstrips	391

1/ There were no paperback books as a part of the book collection.

Expenditures for Media Center Resources

Table 10 provides data on the annual expenditures for media center resources from local and Federal funds for the fiscal years 1966, 1967, and 1968.

Table 10. Expenditures for media center resources, School C: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 7,456	$3,104	41	$1,248	16	$3,104	41	$15.00
1967	2,514	500	19	1,614	64	400	15	4.99
1968	4,467	1,800	40	1,000	22	1,667	35	9.06
Total	$14,437	$5,404	37	$3,802	27	$5,171	35	

*Do not total 100 because fractions were omitted.

In each of the 3 years of the media center's operation, Federal funds were responsible for nearly two-thirds of the total expenditure for materials (columns 6 and 8). The combined local and Federal funding, however, over a 3-year period did not meet the recommended national standard for annual expenditure for a minimum media center collection in a school with the enrollment of School C.

Utilization and Accessibility of Materials

Classes which were scheduled to use the media center on a regular basis came with their teachers. The media center periods involved reading stimulation activities such as storytelling and reading aloud. At the end of the period the pupils were allowed to borrow books for home reading.

The media center was open, with professional staff, before and after regular classes. At these times pupils were permitted to use the center on an individual basis.

In School C, all 12 of the teachers interviewed reported that their classes were scheduled in the media center once a week. Three said that the media center facilities and resources were used during the first 2 weeks of school, but only one teacher reported using the media center during the last 2 weeks of school.

Twenty-three of the 32 pupils interviewed reported that they used the media center only at assigned periods; nine reported using the media center before classes, and six used the media center after school; three said that they had free access to the media center at any time during the school day.

Seventeen pupils reported that they used the media center resources and facilities once a week; eight used the media center twice a week; and a few used it more than twice a week.

As in Schools A and B, pupils in School C were allowed to check books out for home use during their assigned periods in the media center. The media specialists reported that the average daily circulation was 125 books and 20 periodicals. Thus, only 25 percent of the total school population was borrowing books for home use.

The 1960 national standards recommend that the media center be available for use by individual students and by class groups throughout the school day, and that flexible scheduling enable the teacher to bring her class to the media center at the times best suited for the purpose of classroom instruction.3/ School C, with a fixed scheduling policy and

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3/ American Association of School Librarians, op. cit., p. 87

rigidly assigned classes, did not meet the recommended standard for making the media center an extension of a classroom and a vital part of the instructional program.

Textbooks

Ten of the teachers interviewed in School C had textbooks available when needed; one did not; and one answered "not applicable." Only one of the teachers permitted pupils to take textbooks home, while 10 did not.

With only 25 percent of the pupils interviewed, borrowing books from the media center for home use, and only one of the teachers allowing pupils to take textbooks home, it is assumed that the pupils in School C had little or no school-related books for home study or recreational reading.

Five teachers interviewed in School C used textbooks copyrighted before 1960, and five used textbooks copyrighted after 1960. Three teachers interviewed in School C used textbooks which included minority groups in their contents and four used textbooks with illustrations that included minority groups. Eight used textbooks that did not mention minority groups in the contents, and seven used textbooks with no illustrations of minority groups.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal reported that the establishment of the media center in

School C had been responsible to a great extent for changes in the curriculum and in teaching methods. She also reported that the evolving instructional program was more appropriate to meet the special needs of the pupils served.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

In School C, three of the interviewed teachers reported that their teaching had been greatly improved because of the media center; eight said that their teaching had been slightly improved; one had no response to the question.

Teachers were asked to rank the media center services that had been most helpful to their pupils. Listed below are their responses:

Services	No. of teachers
Easy access to materials and equipment	8
Book selection guidance	8
Storytelling	8
Literature appreciation	7
Formal media instruction	4
Assistance to pupils in study and work techniques	2

As has been noted in Schools A and B, the most helpful service was the availability of school media resources in an organized center. High priority was also given to the introduction of books and guidance in the selection of printed materials. Less importance may have been placed on audiovisual materials because of the small amount of such materials in the media center.

Teachers also rated the media center services which had been most helpful to them in their instructional program. Here too, the availability of printed materials in the organized center received the highest rating.

Services and Materials	No. of teachers
Use of books	12
Availability of reference and research materials	9
Efficient circulation system	3
Formal media instruction for students	3
Use of magazines	3
Services of media specialist as resource person in the classroom	2
Media center assistance in planning units of work	1
Use of audiovisual materials	1
Information on new materials	1
Meetings on grade level or subject areas	1
Bibliographies for units of study	1

The media specialist and three of the teachers interviewed rated the appropriateness of the media center resources to the instructional program in School C as very good; eight of these teachers rated the appropriateness of resources in the media center to the instructional program as good.

The media specialist rated the media center resources as excellent for meeting the special needs of the pupils: three teachers rated the media center resources in this category as very good; eight teachers rated them as good; and one teacher responded "don't know."

The media specialist and the teachers interviewed were in agreement in their evaluation of the appropriateness of the media center resources both in support of the instructional program and in meeting the needs of the pupils.

Impact of the Media Center's Program and Resources from the Point of View of the Pupils

In School C, 32 pupils out of 493 were interviewed -- 14 boys and 18 girls. The following grades were included:

Grade	No. of pupils
Kindergarten	4
1st	4
2d	4
3d	4
4th	4
5th	5
6th	3
Special	4

All the pupils interviewed in School C responded that they liked using media center resources and facilities most of the time. The following reasons were given:

Reason	No. of pupils
I like to read	21
I like to study there	12
The librarian is nice	12
I like to look at pictures	9
Someone reads to me	7
It is pretty	6
It is quiet	4
I like to look at magazines	3
I like to look at filmstrips	2

Twenty-eight of the pupils interviewed said that they were able to get books in the media center which they could read by themselves. This may account for the high number of pupils who gave that reason for liking to go to the media center. In addition, an equal number reported that they were able to obtain resource materials in the media center to help them with their schoolwork.

In rating the media center services most helpful to pupils, the teachers interviewed gave a low rating to formal instruction in the use of media center resources and facilities. Ten of the pupils interviewed said that they could find materials in the media center without assistance; 18 pupils reported that the media specialist located materials for them most of the time; six said that their teacher helped them locate materials most of the time; and five reported receiving assistance from another adult.

The majority of the pupils interviewed in School C were not being trained to become independent media-center users. The tight scheduling in the media center, inadequate staff, and the priority given to the introduction of books and reading may be the reason for the low priority given to instruction in the use of media center facilities and resources.

In response to the question of whether there were books in the media center containing pictures that looked like the pupils, 19 of the pupils interviewed answered "yes," and four answered "no" -- responses which reflected the racial composition of the student body.

Summary - Three Cleveland Elementary School Media Centers

Staffing in the media centers had been given priority, with two full-time media specialists in each of the two largest schools, and one full-time specialist in the smallest school. All professional staff members were assisted by media aides. None of the media centers, however, met the recommended national standards for staff.

Space available for the media centers was inadequate. There was insufficient space for the development of media programs as resources and equipment increased in number. No work areas had been provided, nor were there any areas for the creation of learning materials. Storage space for equipment, supplies, periodicals, and books to be acquired in the future was limited or nonexistent.

The three media centers had their books processed, cataloged, and organized. Each had a filmstrip center, which included approximately 300 filmstrips with catalog cards, reviews, and filmstrip projectors, all organized in one compact cabinet. ESEA Title II funds for this resource were directly available from Title II; or Title II purchased some books, thus releasing local funds for

purchase of the filmstrip center. In either case Title II might be credited with this resource. Federal funds under ESEA Title II and NDEA Title III have been responsible for more than half of the expenditures for these media centers. Federal funds have made it possible to have more books and a greater variety of books in each of the centers.

Each of the media centers was book-oriented; only very limited use of media other than books was observed. However, because of the inclusion of filmstrips and a few recordings, the seed of the idea of media centers had been planted.

Pupils were permitted to borrow books for home use; in only one of the media centers were pupils permitted to borrow filmstrips and filmstrip viewers.

Teachers were provided with classroom collections of books and filmstrips for classroom use.

The programs of the three media centers seemed weak. There was evidence that the professional staffs needed strengthening in how to plan with and guide teachers and pupils in the use of media. The two media center staffs in the two largest schools particularly need direction in how to share responsibilities, and how to alternate services and direct their energies. This should result in more effective use of materials.

The activities of the media aides need evaluation, and priorities should be established, so that involvement of professional time in any routine is reduced to the minimum, particularly when pupils are in the media center.

These media centers need to take a giant step to achieve national quantitative standards for materials. This implies that continued Federal assistance is needed, both to stimulate and supplement local effort.

CHAPTER II

BUFFALO, NEW YORK

School D

The School, the Pupils, and the Teaching Staff

School D consists of three separate buildings. The oldest building is 40 years old, the second, 10, and the third, 4.

Between 1964 and 1966, School D taught grades 7 and 8 exclusively. In 1966 it became an elementary school, prekindergarten through 6; there are some special and ungraded classes.

Since the conversion to an elementary school, the enrollment figures have been fairly stable. The 1966-67 enrollment was 797; in 1967-68 the enrollment was 767. Some 248 pupils transferred out of the school in 1967, with about 220 transferring in during that year.

In May 1968, the pupil population was 75 percent Negro, 1-10 percent American Indian, and 11-30 percent Puerto Rican. Ninety percent of the enrollment came from families on the ESEA Title I low income formula range. Of the 29 classroom teachers in School D, 12 participated in the interview -- one male and 11 females. The experience of the teachers interviewed ranged between 45 and 2 years with an average of 15 years. The total years' teaching experience in School D was between 25 and 1, with an average of 10.5 years.

Ten of the interviewed teachers had the bachelor's degree and two the master's. Two of the teachers had requested assignment to this school, six had been assigned after consultation, and four had been assigned without consultation. They were in the following grades:

Grade	No. of teachers
Kindergarten	1
1st	1
2d	2
3d	2
4th	2
5th	2
6th	1
Handicapped	1

In 1967-68, there were 29 classroom teachers with an average class size of 25. In addition to the classroom teachers, a remedial reading teacher, a teacher for the mentally retarded, and a physical education teacher were assigned full time. The children and teachers also had the services of a guidance counselor, psychologist, school social worker, nurse, art teacher, music teacher, and speech teacher on a part-time basis.

The Instructional Program

The principal reported that since 1965 there had been increased emphasis on remedial work; use of printed materials, audiovisual materials, materials prepared by teachers; and use of textbooks and supplementary textbooks.

School curriculum planning and use of city board of education curriculum guides had not changed since 1965.

New teaching methods had been introduced since 1965; independent study, individualized instruction, and flexible scheduling were being practiced to a limited extent. The ungraded classes, the tutorial program, and the Modified Joplin Reading Plan were in wide use in the school.

The Media Center Staff

The media center staff consisted of a media specialist and a part-time aide. The media specialist in School D had 23 years' teaching experience, with 3 years' experience as an elementary school media specialist. She had the master's degree in library science with 14 hours in the organization, selection, and use of instructional materials. In her opinion, her training in printed materials for elementary school children was sufficient for her responsibilities, but the training in audiovisual materials for elementary school children was completely inadequate.

The interviewer reported that the media specialist spent 2 days in the media center, working with the upper classes. The media aide was assigned full-time to the media center, except when she had to cover classes during the teacher's 15-minute relief time. The media aide worked with the lower elementary classes.

School D did not meet the 1960 national standards for staff. For a school with an enrollment of 767 pupils, the standards recommend one full-time media specialist and the support of one full-time media aide to supply the minimum service to teachers and children.

Media Center Facilities and Equipment

The interviewer reported that the media center was housed in a traditional room with perimeter shelving, poorly selected tables and chairs, and a desk suitable (in height) for a secondary school. A sink and a small work area with cupboards had been provided. Despite all this, the room had an appearance of warmth, with wall decorations and book displays.

Table 11 shows the provision of equipment in School D, which did not meet the recommended 1960 national standards.

Table 11. Provision of media center equipment in School D

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand		X
Atlas stand		X
Vertical file		X
Picture file		X
Carrels		X
Cushions or pillows		X
Cabinets for storage	X	
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies		X

Table 11. Provision of media center equipment in School D - Continued

Item of equipment	Yes	No
Running water	X	
Typewriter	X	
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers		X
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

Materials

After 3 years of Federal funding, the book collection for School D was 2,737 books below the minimum recommended standard (see table 12). The collection provides for 4.8 books and .59 filmstrip per pupil.

Table 12. Media center resources, School D: School year 1967-68

Materials	No. of items
Books	3,727
Periodicals (subscriptions)	-
Newspapers	-
Pamphlets	-
Photographs	40[1]
Musical scores	-
Maps	-
Globes	-
Recordings (albums)	13
Sets of transparencies	25
Tapes	-
Slides	9
16 mm. films	-
8 mm. films	-
Video tapes	-
Microfilm	-
Programed instructional materials	-
Filmstrips	456

1/ Study prints.

The media specialist in School D did not use a city mandatory selection list; the resources purchased for the media center were selected by the media specialist in cooperation with teachers. The interviewer reported that Children's Catalog (1956-to-date) and publishers' lists were used for book selection.

The collection was of good quality, with a large number of picture books, easy books, biography, and fiction. The nonfiction collection was good, but not used as much as it could be, for reference or pleasure. There were a considerable number of titles that included minority groups in the text and illustrations.

The reference collection was very poor, consisting of only one new encyclopedia. The other encyclopedias were on rolling carts in the halls. Most standard items were lacking and many of the reference books were too difficult for the ability of the pupils, including such things as The Harper Encyclopedia of Science, Allen's Dictionary of Synonyms and Antonyms, Morris' Dictionary of Word and Phrase Origin, and Scott's Standard Postage Stamp Catalog. None of these were loaned for use outside the room.

The sparse audiovisual materials were stored on counters adjacent to the circulation desk. There was no loan of these materials to children. The media center owned no audiovisual equipment; arrangements could be made with an audiovisual person in the building to obtain this equipment, which was stored in a room opening off the library. No magazines were available except Readers' Digest, which was donated.

All printed materials were processed and cataloged. Materials purchased with ESEA Title II funds were commercially processed and cataloged; materials purchased with local funds were processed and cataloged in the media center.

Expenditures for Media Center Resources

Table 13 shows the annual expenditures and per pupil expenditures from local and Federal funds for media center resources in School D for 2 fiscal years, 1967 and 1968.

Table 13. Expenditures for media center resources, School D: Fiscal years 1967, 1968

Fiscal Year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil Expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1967	$1,317	$425	32	$ 892	67			$1.65
1968	1,705	355	20	1,350	79			2.20
Total	$3,022	$780	25	$2,242	74			

*Do not total 100 because fractions were omitted

School D became an elementary school in 1966-67; therefore the annual expenditure and per pupil expenditure are given for a 2-year period.

The total expenditure for the 2-year period was $3,022 (see column 2); of this amount 74 percent (see column 6) was contributed by ESEA Title II. No NDEA Title III or ESEA Title I funds were expended for media center materials; the part-time media specialist was employed, however, with ESEA Title I funds.

The per pupil expenditure in fiscal years 1967 and 1968 (see column 7) did not meet the recommended standard of at least $4-$6 per pupil for books in schools having 250 or more pupils.

Utilization and Accessibility of Materials

The policy for media center use is to schedule assigned classes. Ten of the teachers interviewed in School D reported that their classes had access to the media center once a week; one teacher had access to

the media center several times a week; and one reported that her class had access to it less than once a week.

Seven of the teachers interviewed reported that classroom collections were available from the media center, but that these collections were used only to a limited extent by the pupils.

Four of the 14 pupils interviewed in School D used the media center resources and facilities most of the time after school, and 10 pupils used the media center most of the time during assigned periods. All of the pupils reported that they went to the media center only once a week, and were allowed to check out one book for home use.

Textbooks

The availability of any adequate supply of textbooks cannot supplant the need for a well-stocked media center; however, with the limited quantity and accessibility of media resources, some questions were asked teachers relative to the supply of textbooks available.

Nine of the teachers interviewed indicated that textbooks were available in every subject where needed; two said that they did not have adequate textbooks for every child where needed. Eight teachers permitted pupils to take textbooks home; three did not. Of the teachers interviewed, five used textbooks copyrighted before 1960; five reported that the textbooks included references to minority groups. Eight reported that textbooks in use had no reference to minority groups in the content and seven used textbooks with no illustrations of minority groups.

It may be assumed that the pupils enrolled in School D had very limited access to school-related or recreational reading in their homes, especially since 90 percent of the pupils were in the ESEA Title I formula range.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The newly established media center had very little impact on teaching methods; the principal indicated, however, that the potential of a positive influence was evident. His basis for such a statement was the frequent use of the media center's limited facilities and resources by teachers. The principal stated that one reason for the present lack of impact of the media center on teaching methods, pupil achievement, and pupil behavior was that the instructional program was not suitable for the special needs of the pupils being served, and the media center was a part of that instructional program.

The Stanford Achievement Test was administered to the 4th and 6th grades in School D. The median reading test scores reported for school years 1965, 1966, and 1967 were:

Grade	1965	1966	1967
4th	4.32	3.76	3.50
6th	5.02	4.54	4.61

In 1965, the average scores indicate that the 4th-grade pupils were reading on grade level; however, 2 years later the 6th-grade pupils had retrogressed 2 years in their reading scores.

It may be assumed then that the materials and services of the media center had no positive impact on pupil achievement.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Eight of the teachers interviewed in School D reported that the establishment of the media center had greatly improved their teaching; nine said that the new media center had slightly improved their teaching. The media center services which proved most helpful to the teachers were ranked according to the number of teachers listing each area of service.

Service and materials	No. of teachers
Use of books	9
Use of audiovisual materials	9
Information on new materials	4
Efficient circulation system	3
Availability of reference and research materials	2
Professional publications	2
Formal media instruction for students	1
Use of magazines	1
Bibliographies for units of study	1
Other (picture files)	1

The interviewer reported that new acquisitions were introduced to pupils, but they were kept separated for staff members to examine before they were circulated. Media instructions were very informal since the media specialist was present only 2 days a week, and the reference materials and library tools were too limited to enable formal media center instruction.

As in the other schools participating in the study, the most useful service to teachers was the provision of printed materials. The teachers interviewed in School D reported that books were the most pressing need of the pupils.

The teachers interviewed were also asked if the materials for pupils in the media center had any impact on their teaching in the particular teaching situations in their school. They responded to this question as shown in table 14.

Table 14. Teachers' report on effects of media center pupil materials on teaching, School D

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupils have helped do a better job of teaching in general.	9	1
Materials for pupils have helped do a better job of teaching pupils with learning difficulties.	5	5
Materials for pupils have helped do a better job of teaching pupils from low-income families	3	6
Materials for pupils have helped do a better job of teaching pupils from non-English-speaking homes.	1	8

Table 14. Teachers' report on effects of media center pupil materials on teaching, School D - Continued

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupils have helped do a better job of teaching pupils from racial and ethnic minorities.	3	6
Materials are used with enthusiasm by pupils.	6	4

Nine of the teachers interviewed said that the materials for pupils had helped them do a better job of teaching and six reported that the materials were used with enthusiasm by pupils. The materials for the media center were selected by the media specialist in cooperation with the teachers. It may be assumed, then, that the materials in the media center, although limited in quantity, were those that create a reading interest in the pupils.

On the other hand, the services provided by the media center which teachers rated as most helpful to the pupils were:

Services	No. of teachers
Storytelling	7
Easy access to materials and equipment	7
Literature appreciation	5
Book selection guidance	3
Formal media instruction	2
Book talks	2
Other (availability of materials for utilization in classroom teaching)	1

The introduction of books and of literature were the most helpful services provided by the media center to pupils, according to the teachers. The availability of materials in an organized center also proved valuable to the pupils in the educational process.

The media specialist and the teachers evaluated the media center collection in relation to its appropriateness for supporting the instructional program. The media specialist rated the collection as good; the teachers' ratings varied:

Rating	No. of teachers
Excellent	0
Very good	1
Good	7
Poor	3

The rating of the majority of the teachers interviewed agreed with the rating of the media specialist, that the media center collection was appropriate to the instructional program. However, as we saw, the principal felt that the establishment of the media center had little effect on changes in the instructional program because the instructional program did not meet the needs of the pupils served.

In rating the appropriateness of the media collection for meeting the special needs of the pupils, the media specialist again rated the collection as adequate. The teachers, however, rated the collection as follows:

Rating	No. of teachers
Excellent	0
Very good	1
Good	2
Poor	8
Don't know	0

The media specialist spent limited time with the pupils and worked only with the upper grades; this may account for the difference in the opinions of the media specialist and teachers.

The opinions of the principal and the teachers indicate that the quality as well as the quantity of the resources in the media center needed reevaluation in light of the special needs of the pupils.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

Fourteen pupils -- 10 boys and 4 girls -- were interviewed in School D to determine their attitudes and reactions to the media center. They represented grades 3 through 6.

All of the interviewed pupils enjoyed going to the media center most of the time, for a variety of reasons: 12 liked to read; nine thought the librarian was nice; eight liked someone to read to them; seven enjoyed the filmstrips; six found the media center pretty; five relished the quiet of the media center; four liked to look at pictures; one liked to listen to records. One pupil added that he enjoyed the media center because "here you can borrow books and you don't have to pay a thing." Another pupil liked the media center because "here you can think."

The pupils interviewed in School D, as with all of the pupils interviewed for this study, gave as their first reason for enjoying the media center the fact that they liked to read. The second highest-rated reason was that they liked the media specialist. Too much importance cannot be given to this second reason in relation to elementary school children, especially in ghetto areas. Ella Willson has indicated that the media specialist is the program.[1]

To determine if the books in the media center were suitable for their reading level and interest, the interviewer asked the pupils if there were books in the media center that they could read by themselves. Thirteen answered "Yes," one answered "No." An equal number said they could get books and pictures in the media center to help them with their schoolwork.

In response to the question whether there were books in the media center with pictures of children that looked like themselves, four of the pupils answered "Yes" and 10 answered "No."

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[1] Willson, Ella. "Research on the Elementary School Library", Theory Into Practice, Columbus, Ohio: College of Education, The Ohio State University, February 1967, p. 32.

School E

The School, the Pupils, and the Teaching Staff

School E, with a prekindergarten-through-6th-grade program, is housed in a relatively new building constructed 6 to 10 years ago. The only evidence of overcrowded conditions was that the industrial art shop and home economics rooms were now used as regular classrooms, with all special equipment removed.

The enrollment has decreased over the past 3 years: 1,551 in 1965-66, 1,540 in 1966-67, and 1,259 in 1967-68. The number of pupils who transferred out of the school in 1967 indicates the instability of the neighborhood. In 1967, 170 pupils transferred out of the school and 480 transferred in.

In 1968, the pupil population was more than 90 percent Negro, with a majority of the enrollment falling within the ESEA Title I criteria.

There were 48 classroom teachers on the staff of School E. The average class size was 28 pupils. Seventeen of the classroom teachers were interviewed -- four males and 13 females. The total years of teaching experience was between 39 and 1.5 years, with an average of 10. The total years of experience in School E were between 29 years and one-half year, with an average of 4 years. Thirteen had a bachelor's degree, and four had a master's. Eight of the teachers were working in this school by their own request; six were assigned with consultation; and three were assigned without consultation. The teaching grades represented were as follows:

Grade	No. of teachers
1st	3
2d	3
3d	3
4th	3
5th	3
6th	2

In addition to the 48 classroom teachers there were five remedial reading teachers, a physical education teacher, and an attendance teacher assigned to the building on a full-time basis. The services of a guidance counselor, psychologist, school social worker, speech teacher, nurse, art teacher, music teacher, and an additional physical education teacher were available on a part-time basis.

The Instructional Program

Since 1965, several changes had been made in the instructional program in School E.

"Early Push," in which School E is a participant, is described by the Division of Curriculum Evaluation and Development as:

> ### EARLY PUSH (PRESCHOOL EDUCATION)
>
> Four hundred fifty 4-year-old children are enrolled in Project Early Push, a prekindergarten program designed to provide enriching experiences for inner-city children to overcome the educational deficit caused by conditions of poverty.

> Class size is restricted to 15 children, and each classroom is staffed by a teacher and a teacher aide. A broad and varied inservice program has been organized involving biweekly half-day sessions, visitations by the entire staff to successful prekindergarten programs, and the establishment of a model program at a center where all prekindergarten personnel are scheduled to visit. A nutritional program providing balanced, nutritious meals, a wealth of supplies and equipment and services of a psychologist and a visiting teacher are other features of the program.
>
> Parent councils formed in each school and a parent newsletter have helped in establishing a program of parent participation which last year involved 85 percent of the parents of children enrolled.
>
> The Early Push Program triples in size in the summer months and has been steadily growing in membership, governed by availability of facilities, during the school year. Statistical evidence is available to indicate the program has made progress in helping inner-city prekindergarten children.
>
> Plans are now underway to institute a Follow Through program for 200 kindergarten pupils in September 1968.

This program demanded an abundance of all forms of instructional materials available in a unified center, and adequate staff to provide service to pupils and teachers. The prekindergarten inservice program provided the opportunity for training by media center personnel in the availability and use of media center resources.

In addition to the introduction of preschool education, an independent study program, individualized instruction, and a tutorial program had been introduced and had been in practice since 1965 on an experimental basis. These new programs have increased the emphasis on remedial work, school curriculum planning, media center resources, materials prepared by teachers (especially transparencies), and textbooks and supplementary textbooks.

The Media Center Staff

The media center staff consisted of one part-time media specialist and one part-time aide.

The media specialist had a B.S. degree, with 18 semester hours in the organization, selection, and use of instructional materials. She felt that her training in printed materials for the elementary school child was adequate, but her training in the use of audiovisual materials for the elementary school child was not.

The media aide was assigned to the media center full-time except for giving relief for the teacher's 15-minute breaks, particularly on Fridays. Pupils who came into the media center when a class was in the room were assisted by the aide. The media specialist expressed an interest in using parent volunteers, but was not using them at the time.

The interviewer reported that both members of the staff were helpful, poised, and soft-spoken. The atmosphere was friendly and informal. The media specialist in School E was the most service-oriented of the three observed in Buffalo. She did not keep a plan book, but presented both literature and skills.

The program on the day the interviewers visited was a filmstrip on Harriet Tubman, with a brief introduction, related to the displays and pictures in the room. This was well planned, but the browsing period was too brief.

This media specialist prepared and distributed bibliographies, in an attempt to work with school staff. She had good rapport with the assistant principal.

To meet the minimum recommended 1960 national standards for personnel, a school with an enrollment of 1,259 should employ four full-time media specialists and a minimum of two full-time media aides to provide the services required of an effective media center. School E did not meet the staffing standards.

Media Center Facilities and Equipment

The interviewer reported that the room was attractive, though too small. Shelving was used to enclose a picture book corner, with two low tables and chairs and two rocking chairs. Displays of books and pictures illustrating Negro history and culture were attractive. Furniture, including three carrels, was appropriate and attractively arranged.

Shelving also enclosed an area where filmstrips were shown. Unfortunately, there was no light control, and it was difficult for children to read in another section when filmstrips were being used.

The media center reading area was 1,628 square feet; 258 square feet of this space was used as a picture book area, and 380 square feet was used for showing filmstrips, for teaching media center skills, and for storytelling.

Several reading rooms should have been provided for School E (with an enrollment of 1,259 pupils) in 1967-68. The total floor space, to meet recommended standards, should be 37,770 square feet. This amount of floor space would have provided for several reading areas, conference rooms, picture book and storytelling area, listening and viewing areas, and professional materials area.

The media center had 12 tables and 40 chairs, providing seating for .03 percent of the total enrollment. The media specialist reported that the 561 feet of regular shelving was adequate for the present collection, but would not allow for any expansion of the collection.

Table 15 shows the equipment available in the media center in School E in 1967-68.

Table 15. Provision of media center equipment in School E

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand	X	

Table 15. Provision of media center equipment in School E - Continued

Item of equipment	Yes	No
Atlas stand		X
Vertical file	X	
Picture file	X	
Carrels	X	
Cushions or pillows		X
Cabinets for storage	X	
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies		X
Running water		X
Typewriter	X	
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers		X
Overhead projector		X
Opaque projector		X
Projector screen	X	
Cameras		X
Microreader		X

The equipment provided did not meet the 1960 national standards in amount or type.

Materials

Table 16 provides data on the resources available in the media center, School E, 1967-68.

Table 16. Media center resources available, School E: School year 1967-68, and resources recommended to meet 1960 standards

Materials	No. of items available	No. of items according to recommended standards
Books	4,000	12,590[1]
Periodicals (subscriptions)	-	25
Newspapers	-	6
Pamphlets	50	An extensive collection covering a wide range of subjects
Photographs	-	[2]
Musical scores	-	[2]
Maps	-	[2]
Globes	-	At least 1
Recordings (albums)	30	[2]
Sets of transparencies	4	[2]
Filmstrips	-	[2]
Tapes	-	[2]
Slides	20	[2]
16 mm. films	-	[2]
8 mm. films	-	[2]
Video tapes	-	[2]
Microfilm	-	[2]
Programed instructional materials	-	[2]

1/ Included a basic collection of 5,000 books provided in 1966 when the media center was established.

2/ Quantitative standards not formulated. An extensive collection for media center, classroom, and home use recommended where appropriate.

The collection of 4,000 books for 1,259 pupils provided 3.1 books per pupil -- 6.9 books per pupil below the recommended standard. If the initial collection of 5,000 books had been provided when the media center was established, and the collection had been systematically expanded according to the recommended standard, the collection in 1968 would have reached 12,590 books for the use of the pupils.

The introduction of some audiovisual materials, though they were not adequate, indicated that the direction was toward a true media-center concept.

The interviewer reported that the collection was quite good, with duplicates of many titles. The reference collection was better than in Schools D and F, but still not adequate. Some donated magazines were available, but they did not circulate. The audio-visual collection was too small to be effective. The media specialist knew the collection and understood the children -- two elements necessary for a good elementary school media program.

Expenditures for Media Center Resources

Table 17 shows the annual expenditures and per pupil expenditures from local, and Federal funds for media center resources in School E for 3 fiscal years, 1966, 1967, and 1968.

Table 17. Expenditures for media center resources, School E: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 3,530	$ 504	14	$ 3,026	85			$2.27
1967	6,636	574	8	6,062	91			4.30
1968	2,892	594	20	2,235	79			2.24
Total	$12,995	$1,672	12	$11,323	87			

*Do not total 100 because fractions were omitted

If we estimate the annual expenditure per pupil for books at $5 per volume, the book expenditure for 1966 should have been $7,755; for 1967, $7,700; and for 1968, $6,295. The total ESEA Title II contribution for the 3 fiscal years was 87 percent of the total expenditure (see column 6). In fiscal year 1967, an extra ESEA Title II basic allotment of $2,500 was awarded to School E, which still did not bring the annual expenditure per pupil up to the recommended 1960 national standard. No NDEA Title III funds were expended for school media center materials in any of the 3 fiscal years; ESEA Title I funds were used to employ the part-time media specialist.

Utilization and Accessibility of Materials

In School E, 16 of the teachers interviewed were scheduled in the media center less than once a week, though one of the teachers reported that her class had access to the media center several times a week.

There was some flexibility in the scheduling for pupil use of the media center. The interviewed reported that pupils were returning and checking out books any time during the school day.

Even though there was no policy requiring that the media center be open for pupil use before and after school, there was evidence that pupils did have access to the center at these periods. One of the 28 interviewed pupils reported that he used the media center after school most of the time; 15 pupils used the media center only during assigned periods; 10 reported having free access to the media center any time during the school day; and two reported using the media center before school. They used the center resources thus:

No. of times per week	No. of pupils
More than five times	4
Five times	4
Two times	6
One time	7
Less than once a week	7

Although only .02 percent of the pupil population were interviewed for this study, it is assumed that the pattern of use as reported by the pupils and teachers is representative of the pattern of use by the entire pupil population. The media specialist commented on the scheduling policy:

> I would like to see more flexibility in scheduling the classes that come to the library, because I feel that fixed scheduled class groups may not always be the best way to work with pupils.

All of the teachers interviewed in School E reported that classroom collections were available from the media center. Nine teachers reported that classroom collections were used to a great extent; eight said that these collections were used only to a limited extent.

The interviewer reported that more books circulated in School E than in Schools D and F, and that pupils were permitted to check out two books for home reading; 200 books circulated daily, according to the media specialist. This means that less than .16 percent of the pupils are taking advantage of borrowing books from the media center.

Textbooks

Fifteen of the interviewed teachers reported that textbooks were available in every subject where needed; two reported that necessary textbooks were not available. Seven teachers indicated that the textbooks they used were copyrighted after 1960. Fifteen permitted pupils to take textbooks home. They differed on the contents: eight said the textbooks included references to minority groups in the content; nine said that minority groups were not included in the text. Nine said that minority groups were represented in the illustrations; eight said they were not.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

In the opinion of the principal, the instructional program since 1965 is appropriate to some extent for meeting the special needs of the pupils enrolled, and the changes in the instructional program have been to a great extent the result of the establishment of the media center. The media center has frequent use by the teachers, and has been received by pupils, the Parent-Teachers' Association, and teachers with enthusiasm.

The media center's resources and program, however, have not improved the median reading test scores, as shown below for school years 1965, 1966, and 1967:

Grade	1965	1966	1967
4th	3.2	3.3	3.2
6th	4.5	5.1	4.6

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Seven of the interviewed teachers reported that their teaching had been greatly, and 10 slightly, improved as a result of the resources in the media center. They ranked the most useful resources in the development of their classroom instructional program as:

Resource	No. of teachers
Audiovisual materials in the media center	15
Curriculum materials prepared by the teacher	14
Curriculum materials of the Buffalo City Board of Education	7
Courses of study and curriculum guides prepared by the New York State Department of Education	5

Resource	No. of teachers
Materials prepared by educational foundations	3
Materials prepared by professional organizations	2
Printed materials in the media center	2
Materials prepared by ESEA Title III centers	2
Local workshops and curriculum study conferences	1

Audiovisual materials available to teachers were rated highest among resources most useful in the development of the instructional program. This may be interpreted to mean that audiovisual materials cataloged, organized and available in the media center, though limited, are more helpful to the classroom teacher than audiovisual materials borrowed from a central media center. The low rating given to printed materials in the media center may be the result of the inaccessibility of the materials because of scheduling policy, and of professional service available only three-fifths of a week.

The teachers rated the services provided by the media center that had been most helpful to them as teachers:

Services and materials	No. of teachers
Use of audiovisual materials	16
Availability of reference and research materials	8

Services and materials	No. of teachers
Use of books	8
Formal media instruction for students	6
Information of new materials	6
Media center assistance in planning units of work	2
Bibliographies for units of study	2
Efficient circulation system	2
Professional publications	1
Services of media specialist as a resource person in the classroom	1

Here again, the available audiovisual materials received the highest rating. This is, however, the first school studied where the availability of reference and research materials, and formal media instruction have been given such a high rating. The interviewer, as has been reported, commented on the quality of the reference materials provided in School E, and the skill lessons taught. It may be assumed that if these services are provided they will be useful to teachers in planning their instructional program.

The teachers also rated the services provided by the media center that were most helpful to their pupils:

Services	No. of teachers
Easy access to materials and equipment	11
Book selection guidance	9

Services	No. of teachers
Formal media instruction	8
Storytelling	7
Literature appreciation	6
Assistance to pupils in study and work techniques	4
Other (films and filmstrips)	1

The opinions of the teachers interviewed in School E were the same regarding media center services most helpful to pupils, as the opinions of the other teachers in schools participating in this study. The highest rating was given to the availability of media center resources in an organized central media center. The second highest rating was given to the introduction of literature and book selection guidance to pupils from homes that are not generally book-oriented. Formal media instruction was rated high in being useful to both teachers and pupils. Professional librarians question the need for skill lessons in a well-staffed and mechanized media center, but teachers in School E with a rudiment of a media center have found skill lessons valuable.

One of the major objectives of an effective school media center is to provide support for the instructional program. In the opinion of the media specialist in School E, the collection was very good in fulfilling this objective. The teachers interviewed rated the collection, in relation to this objective, as follows:

Rating	No. of teachers
Excellent	0
Very good	7
Good	9
Poor	1

The teachers' ratings of the media collection were lower than that of the media specialist as to appropriateness to support the instructional program. The media specialist is in the school only 3 days a week and could not have the same intimate knowledge of the instructional program as the teachers.

Another objective of the media center program is to meet the needs of the pupils served by the school. The media specialist evaluated the collection as good in meeting this objective. Here the opinions of the media specialist and the teachers more nearly coincided:

Rating	No. of teachers
Excellent	0
Very good	2
Good	10
Poor	4
Don't know	1

The interviewer commented on the media specialist's knowledge of the children and her ability to work with them. She also commented on the selection of materials in the media center, which reflected the racial group served by the school.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

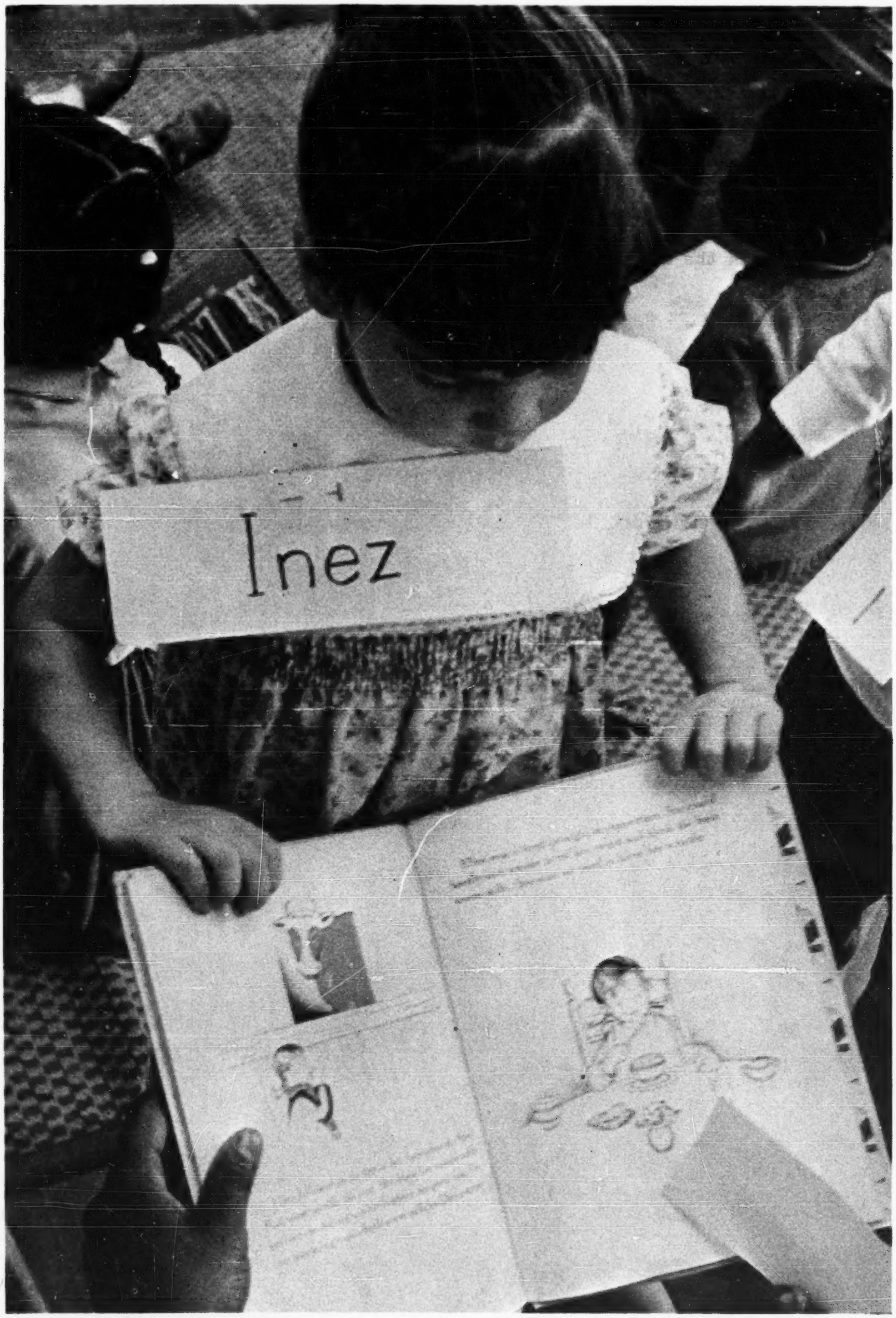
In School E, 26 pupils were interviewed -- 9 boys and 17 girls -- representing grades 3 through 6.

Twenty-five of these pupils liked to go to the media center; one did not, giving as his reason that he did not like to read. Twenty of the pupils interviewed liked the media center because they did like to read; 16 liked to study in the media center; 14 liked to view the filmstrips; 12 thought the librarian was nice; 11 liked to look at pictures; 10 liked the media center because it was quiet; nine liked to listen to records; seven thought the media center was pretty; five liked to look at magazines; and three liked the media center because someone read to them.

All the pupils reported that there were books in the media center that they could read by themselves, and that they could get books and pictures in the media center which helped them with their schoolwork. In addition, 19 said that there were pictures and books with pictures of children who looked like themselves; seven said that they could not get materials with children who looked like themselves.

The high percentage of pupils who reported that they liked the media center because they liked to read, that they could get books with pictures of children who looked like themselves, and that they could read by themselves may have found in the media center a feeling of success and identity.

Half the pupils interviewed reported that they could locate materials in the media center by themselves, and half of these pupils reported that the media specialist or another adult helped them most of the time. It may be assumed that the 13 pupils who reported locating materials themselves are from the upper grades and had received skill lessons from the media specialist.


Inez

School F

The School, the Pupils, and the Teaching Staff

School F, with a prekindergarten-through-6th-grade program, is housed in a building approximately 5 years old. The physical plant is adequate for the number of pupils enrolled.

The enrollment has been relatively stable over the past 3 years: 699 in 1965-66; 709 in 1966-67; and 703 in 1967-68. Ninety pupils transferred out of the school in 1967, and 185 pupils transferred in.

School F is located in a changing neighborhood; the school population is composed of approximately 10 percent Puerto Rican, approximately 40 percent Negro (most of the Negro pupils are bussed in from other neighborhoods), and 50 percent white of East European background. None of the pupils enrolled fall under the ESEA Title I standards.

There were 36 classroom teachers employed in School F. The average class size in 1967-68 was 27 pupils.

Seventeen of the 36 classroom teachers in School F were interviewed -- three male and 14 female. The total years' teaching experience ranges between 28 years and 1 year, with an average of 9.7 years. The total years of teaching experience in School F was between 11 years and 2 months, with an average of 3.7 years. Thirteen of the teachers interviewed had the bachelor's degree and four had the master's degree. Eight of these teachers were assigned to School F after consultation, three were assigned without consultation, and six requested assignment. The grades represented among the teachers interviewed were:

Grade	No. of teachers
1st	3
2d	3
3d	3
4th	3
5th	3
6th	2

In addition to the classroom teachers, full-time remedial reading teachers and an art teacher were available. Every child in the school had the service of a physical education teacher. Assigned to the school on a part-time basis were a guidance counselor, psychologist, social worker, nurse, foreign language instructor (for 4th-grade pupils), music teacher, and remedial speech teacher.

The Instructional Program

Since 1965, changes had been introduced in the instructional program; individualized instruction and flexible scheduling were in practice to a limited extent, and a tutorial program was being planned for the 1968-69 school year. These instructional program changes had been reflected in an increased use of printed and audiovisual materials, materials prepared by teachers, and the use of textbooks and supplementary textbooks.

The Media Center Staff

The media center staff consisted of one full-time media specialist and one or two part-time media aides per day. A parent volunteer assisted part time with typing.

The media specialist had the M.L.S. degree, 12 years' teaching experience, and 1 year of experience as an elementary school media specialist. She evaluated her training, which included 39 semester hours in the organization, selection, and use of instructional materials, as inadequate in the areas of printed and audiovisual materials for elementary school children. Her training also included, in 1967, an inservice course in work with minority groups and children from families of low socioeconomic status. A description of the course prepared by the Division of Curriculum Evaluation and Development reads:

> Inservice Education Program for Teachers in Inner-City Schools
>
> The traditional teacher training curriculum does not adequately prepare prospective teachers to meet the specific needs of the multicultured children in the inner-city schools. A lack of understanding and awareness of the problems faced by the children seriously impedes the learning process. Middle-class values of teachers produce attitudes which tend to limit the development of healthy relationships with their pupils. Children who are sensitive and yearn for acceptance confront teachers with a myriad of difficulties which arise from lack of communication, cooperation, and problems of achievement and discipline. Teachers need assistance in developing attitudes and approaches which will be effective in reaching inner-city school children.
>
> The Buffalo Public Schools has recognized these needs and has organized a series of inservice programs designed to modify the teacher's perceptions of the educationally disadvantaged child and to encourage experimentation, modification and adaptation of the curriculum and teaching methods.

> These inservice programs have been funded under Title I of the Elementary and Secondary Education Act. Classes are held in a Buffalo Public School building located in the inner city. Classes are limited to 25 participants who meet for 3 hours on Saturday mornings. Teachers are compensated for participating in the program.
>
> As a result of these programs, Buffalo teachers have been given the opportunity to evaluate and develop their teaching skills and reexamine their attitudes toward teaching the inner-city child.
>
> This inservice course has implications for the criteria used in book selection, and in the types of services provided in the media center. Children from minority groups and from low socioeconomic families can gain personal strength through media center resources which examine their own place and history in American life and culture.

In 1967-68, School F did not meet the recommended 1960 national standards for personnel. For an enrollment of 703 pupils, two full-time media specialists with a supporting staff of one full-time and one half-time media aides should be assigned to provide the minimum service to teachers and pupils.

Media Center Facilities and Equipment

The interviewer reported that the media center was traditional in appearance and atmosphere. There was emphasis on having things in rows -- tables, children, books. Stress was placed on quiet; after school the atmosphere was quite relaxed, as children came in to assist with clearing the room, replacing books on the shelves, putting away the projector, or playing a record. This was the only time that freedom of movement and real fun in the media center were observed.

The room, though small, could have been attractively and purposefully arranged if shelving had been used to create islands for small group work. There were no small tables. The work area was very small, enclosed by shelving. Some framed artwork had been brought in to the media specialist by children, these could have been more attractively displayed. There was a story-hour area, adjacent to the work area, and carpet squares were available; the interviewer did not see this area in use. The dictionary stand was too tall for elementary children. A teacher's desk was used as a circulation desk with another desk for the media specialist next to it. Desks were to be replaced with 16 carrels and additional media equipment.

Information regarding the number of square feet of the reading area was not available, but it may be assumed from the interviewer's description of the reading room that the area provided did not meet the 1960 national standards. (See also table 18.)

Eight tables and 32 chairs were provided in the reading area, providing seating for .01 percent of the pupils enrolled. The 1960 national standards recommend that if all pupils and teachers are to receive media center service, the area provided should accommodate at least 10 percent of the enrollment in schools with more than 550 pupils.

Table 18. Provision of media center equipment in School F

Item of equipment	Yes	No
Circulation desk	X	
Card catalog	X	
Book truck	X	
Dictionary stand	X	
Atlas stand		X
Vertical file		X
Picture file	X	
Carrels		X
Cushions or pillows		X
Cabinets for storage	X	
Portable chalkboard	X	
Wall-to-wall carpeting		X
Draperies		X
Running water	X	
Typewriter	X	
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers	X	

Table 18. Provision of media center equipment in School F - Continued

Item of equipment	Yes	No
Overhead projector	X	
Opaque projector		X
Projector screen	X	
Cameras		X
Microreader		X

The media specialist reported that the 240 feet of regular shelving and 48 feet of oversize shelving were adequate for the present collection but would not allow for any expansion in the collection.

The interviewer reported that much of the equipment provided (for example, circulation desk and dictionary stand) were not suitable in size for elementary school children.

Materials

Table 19 lists the resources available in School F, 1967-68.

Table 19. Media Center Resources, School F: School year 1967-68

Materials	No. of items
Books	3,050
Periodicals (subscriptions)	13
Newspapers	-
Pamphlets	-
Photographs	-
Musical scores	-
Maps	-
Globes	-
Recordings (albums)	100
Sets of transparencies	150
Tapes	-
Slides	-
16 mm. films	-
8 mm. films	-
Video tapes	-
Microfilm	-
Programed instructional materials	-
Filmstrips	-

The quantity of the printed and audiovisual materials did not meet the recommended standards. Three thousand books for a school with an enrollment of 703 pupils in 1967-68 provided for 4.2 books per pupil. School F, after 3 years of operation, was 3,000 books below 1960 standards.

The interviewer reported that the collection:

> ...lacked fine quality picture books and standard items. Selection in the middle grades and upper grades was better, but books were not much used, as evidenced by the appearance of the books and the book card signatures. There were few titles on minorities, and the biography collection was very small. Reference materials were kept back of the circulation desk and were not loaned, except occasionally to a class. Some

> references were little used. Professional materials for teachers, few in number, were mixed with references, though there is an adjacent professional lounge next door where these few items might have found better use. Too few encyclopedias and dictionaries were available. There were few magazines and no budget for them.

Media center resources were selected by the media specialist with some cooperation from teachers. Children's Catalog and The Elementary School Library Collection, Phases 1-2-3, edited by Mary Gaver, were the primary selection tools.

Expenditures for Media Center Resources

Table 20 shows the annual expenditures and per pupil expenditures from State, local, and Federal funds in School F.

Table 20. Expenditures for media center resources, School F: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditures from State and local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 2,526	$ 210	.08	$2,316	.91			$ 3.61
1967	9,267	4,900	.52	4,367	.47			13.07
1968	3,152	1,833	.58	1,319	.41			4.48
Total	$14,945	$6,943	.45	$8,002	.53			

*Do not total 100 because fractions were omitted

In fiscal year 1967, School F met and exceeded the recommended 1960 national standards for annual per pupil expenditure for books (see column 9). This was accomplished with an extra $2,500 basic grant from ESEA Title II, and an extra State grant of $4,600. The State also allotted an extra $1,500 for media center materials in 1968. In 1966 and 1968, however, the annual expenditures for media center resources did not meet the recommended standards. Funds from ESEA Title II, for a 3-year period represented 53 percent of the total expenditure (see column 6).

Utilization and Accessibility of Materials

The scheduling policy in School F was a combination of flexible and fixed scheduling; the media center was also open with professional staff until 5 o'clock 3 days a week, as a part of a State-funded project. The interviewer reported, however, that few pupils used the facilities and resources except with assigned classes.

The interviewed teachers reported that their classes were scheduled in the media center once a week; one said that her class was scheduled several times a week; six stated that their classes were scheduled less than once a week.

Twenty-six of the 30 pupils interviewed used the media center only once a week; one used the resources twice a week; one used the facilities less frequently than once a week.

None of the pupils used the media center before school, three pupils after school, and 27 only during assigned periods. Thirteen of the teachers reported that classroom collections were borrowed from the school media center, but that these collections were used to only a limited extent. Four teachers reported they did not use classroom collections.

The interviewer found that circulation was very small, since most pupils came to the media center only once a week and were permitted to borrow only one book. The media specialist reported an approximate 100-book circulation daily, which means that .14 percent of the school population were borrowing books for home reading.

Of the teachers interviewed in School F, 14 had the necessary textbooks for each child in their classes; three did not have adequate textbooks.

Fourteen permitted the pupils to take textbooks home, three did not. Eight of the teachers reported that their pupils used textbooks copyrighted before 1960; nine used textbooks copyrighted after 1960. Seven reported that the textbooks contained references to minority groups in content and illustrations. Ten said the textbooks used in their classes had no reference to minority groups in content or illustrations.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

In the opinion of the principal, the instructional program did not provide sufficiently for the mentally retarded and the slow learner; therefore, the instructional program was appropriate only to a limited extent for meeting the special needs of the pupils being served. The instructional program had been in a state of change since 1965, but the establishment of the media center had influenced these changes only to a slight extent.

The principal's opinion regarding the impact of the media center on the instructional program may be the result of the limited resources and the inadequate staffing of the center, which would limit the services provided to teachers and pupils.

The median reading test scores have not drastically changed for the 4th and 6th grades for school years 1965, 1966, 1967 since the establishment of the media center:

Grade	1965	1966	1967
4th	4.8	4.7	4.7
6th	5.8	5.9	6.0

It is significant, however, that the median reading score for the 4th grade had maintained grade level or above for the 3 years, and that the median reading score for the 6th grade had reached grade level by 1967.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Four of the teachers said that the resources in the media center had greatly improved their teaching, 13 that the media center had improved their teaching only to a slight extent.

The materials for pupil use had an impact on assisting teachers in special teaching situations, as shown in table 21.

Table 21. Teachers' report on effects of media center pupil materials on teaching, School F

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupil use had helped do a better job of teaching in general.	16	1
Materials for pupil use had helped do a better job of teaching pupils with learning difficulties.	11	3
Materials for pupil use had helped do a better job of teaching pupils from low-income families.	12	3
Materials for pupil use had helped do a better job of teaching pupils from non-English-speaking homes.	3	9
Materials for pupil use had helped do a better job of teaching pupils from racial and ethnic minorities.	10	5
Materials are used with enthusiasm by pupils.	13	2

All of the interviewed teachers responded favorably to the first item, that materials had helped do a better job of teaching in general. There is the possibility that some teachers were not involved in all of the teaching situations listed. The majority of the teachers responding indicated that materials for pupil use had been helpful except in teaching pupils from non-English-speaking homes. This had implications for the selection of materials for pupil use in this area.

Closely related to the impact of materials for pupil use in special teaching situations were the services provided by the media center that had been most helpful to teachers.

Service and materials	No. of teachers
Use of audiovisual materials	12
Availability of reference and research materials	11
Use of books	11
Media center assistance in planning units of work	2
Use of magazines	2
Professional publications	2
Formal media instruction for students	1
Services of media specialist as a resource person in the classroom	1
Information on new materials	1

The interviewer reported that the audiovisual materials were cataloged and organized. The availability of audiovisual materials (though limited in quantity), reference materials, and printed materials in one place may be the reason why teachers rated those three services so high.

Teachers were also asked to rate the services provided by the media center that had proved most helpful to their pupils, with the following results:

Service	No. of teachers
Storytelling	11
Book selection guidance	10
Easy access to materials and equipment	8
Literature appreciation	7
Book talks	6
Assistance to pupils in study and work techniques	6
Formal media instruction	2

Although the teachers interviewed ranked the availability of audio-visual materials as the most helpful service provided for them in the media center, they ranked the introduction to printed materials and assistance in selecting printed materials as the most helpful service the media center provided for pupils.

Teachers were also asked to evaluate the appropriateness of the media center resources to support the instructional program:

Rating	No. of teachers
Excellent	4
Very good	4
Good	4
Poor	4
Don't know	1

And further, teachers were asked their evaluation of the media center collection's appropriateness to meet the special needs of the pupils:

Rating	No. of teachers
Excellent	3
Very good	4
Good	4
Poor	5
Don't know	1

In the opinion of most of the teachers, the media center resources were more appropriate to the instructional program than to the special needs of the pupils.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

Thirty pupils participated in the interview in School F -- 16 boys and 14 girls -- enrolled in grades 1 through 6.

Only one of these pupils indicated that he did not like the media center because of the lack of interesting books. Twenty-seven said that they liked to go to the media center because they liked to read; 15 because the media center was quiet; 13 because they liked filmstrips; 11 because they liked to listen to records; 10 because the librarian was nice; 10 because they liked to study in the media center; nine liked to look at magazines; seven liked someone to read to them; five liked to look at pictures; four liked the media center because it was pretty; and two "liked to do research" in the media center.

All of the pupils interviewed reported that they could get books in the media center which they could read themselves and that the books and pictures in the media center helped them with their schoolwork.

Twenty of the pupils reported that the media specialist helped them in locating materials; but 10 said that they could find materials for themselves.

Nineteen pupils stated that there were materials in the media center with pictures of children who looked like themselves, and 11 said there were not.

All indications from the pupils interviewed were that the establishment of the media center had been received with enthusiasm. This opinion was confirmed by the interviewer, the principal, and teachers. Yet the media specialist reported that the resources and facilities were used only occasionally by pupils. The scheduling policy may have been the cause.

CHAPTER III

LOS ANGELES, CALIFORNIA

Three elementary schools participated in this study in Los Angeles -- two in predominantly Mexican-American neighborhoods, and one in a largely Negro neighborhood. Each of the schools was involved in the experimental program, "The Intensive Education Program" (IEP), funded cooperatively by the Los Angeles City Schools, the California State Department of Education, and the Federal Government. This project involved five inner-city schools, each with the responsibility of developing a program suited to the unique educational needs of the children and the community it served. The three schools participating in this study had identified lack of reading ability as the most important depressing factor in the development of the pupil; therefore, each of the curriculums strongly emphasized reading.

School G

The School, the Pupils, and the Teaching Staff

School G, with a kindergarten-6 program, is housed in a building 25 years old, with some 10 "temporary" one-story buildings added to the campus over the last 10 years. The school enrollment is approximately 2 percent American Indian, 3 percent Negro, 5 percent Oriental, and 90 percent Mexican-American. The entire enrollment is eligible for participation in the ESEA Title I program.

The number of pupils enrolled has been fairly level over the past 3 years:

School year	Enrollment
1965-66	1,440
1966-67	1,381
1967-68	1,383

On the other hand, pupil mobility has been high. About 420 pupils transferred out of the school between September 1966 and June 1967, and about 50 more transferred into the school during this same period.

The integrated staff was headed by an enthusiastic and genial principal who took great pride in the school, the program, and the pupils. Those interviewed reported that the relationship of the principal with teachers and pupils was one of friendship rather than that of an authority figure.

In 1967-68, there were 80 classroom teachers with an average class size of 24. In addition to the classroom teachers, there were assigned to the school full time a guidance counselor, teachers of handicapped children, remedial reading teachers, a nurse, three teachers of English as a second language, three foreign-language teachers, a music teacher, three physical education teachers, two resource teachers, four oral language specialists, and two enrichment teachers. Assigned to the school on a part-time basis were a psychologist, teacher aides, and parent volunteers.

Eleven classroom teachers were interviewed. The years of teaching experience ranged from 22 to 1, with an average of 4 years. Seven of these teachers have the bachelor's degree and four have the master's. There were seven teachers working in School G at their own request, and four were assigned to the school after consultation. Participating in this study were two kindergarten teachers, three 1st grade teachers, two 2d grade teachers, one 3d grade teacher, and one each of the 4th, 5th, and 6th grades.

The Instructional Program

The characteristics of the school's program are:

- Small class size
- Emphasis on the reading and language program
- Ungraded reading classes
- Use of reading specialists
- Team teaching
- Use of added personnel and teacher aides

The interviewer reported that in every room, with 24 students and two to four adults in the classroom at a time, the school demonstrated that a climate for learning existed beyond anything most of us have seen in inner-city schools. The quiet informality of each group and the intensive and extensive face-to-face nature of the teaching and learning experience were extremely impressive.

There were innovations, particularly in the prekindergarten and primary groups, because most of the students entered school without a knowledge of the English language. These innovations involved instruction on an informal basis where the pupils met in small groups during their first 6 weeks of school with no English spoken. After the first 6 weeks, instruction was begun in the classroom setting for the prekindergarten and primary groups, but here again, English was not spoken. This kind of instruction may have something to offer schools dealing with students whose knowledge of their own language may be "different" from middle-class norms and frequently is impoverished by limited experience.

The instructional program was, as has been stated, basically a reading-and-language-arts-based curriculum. Since 1965, these educational programs had been introduced and were in practice to a wide extent: independent study programs, individualized instruction, flexible scheduling, ungraded classes, and a tutorial program. As a result of the changes in the instructional practices, there was a decreased emphasis on remedial work (the school has pursued a developmental course instead of waiting for problems to emerge), and on the use of textbooks. The program also placed an increased emphasis on school-level curriculum planning, and the use of media center resources.

The principal stated that the instructional program in School G had been revised to meet the special needs of the pupils enrolled, and that the materials in the newly established media center had been responsible to a great extent for the changes in the instructional program.

The Media Center Staff

The media specialist had 25 years' teaching experience plus experience in the central offices of the Library Department. She had, however, worked in this school only a few months and consequently needed more time to make an appreciable impact upon teachers and students. She had a bachelor's degree and 20 hours of training in the organization, selection, and use of instructional materials. In addition, she took an inservice course in 1967 involving work with minority groups and children from low socioeconomic levels. Her media training, she felt, was adequate in printed materials for elementary school children, but very inadequate in audiovisual materials.

The media specialist was not a member of a team teaching group, nor was she assigned to the curriculum committee in the school.

Four full-time media specialists and one half-time media specialist would have been necessary to meet the 1960 standards. One media specialist, with not even one media aide, could not perform the duties of a media-center specialist in a meaningful way.

Media Center Facilities and Equipment

The media center was located on the first floor of one of the newer wings. The reading room was small and uninspiring. There was however, adjacent to it, a 180-square-foot media production area and a 144-square-foot work room. With a different view of the function of the media center in the school, this space could have been utilized as the basis of a true media center.

The reading area of 400 square feet included a listening and viewing area of 10 square feet. The media production room contained one shelf of professional materials. Six tables and 44 chairs were provided, and the room had a very crowded appearance. The media specialist reported that the shelving (345 feet of regular shelving and 48 feet of oversize shelving) was adequate for the present collection and allowed for some additions.

The media center quarters were not adequate to seat one class. Based on the 1960 national standards, the reading area was 2,900 square feet below standard. To seat 100 pupils, the media center in School G should provide 25 tables and 100 chairs in a reading area of 3,500 square feet. In addition to the reading area, adequate space should be provided for the listening and viewing area, conference room, and stacks for books and periodicals.

Table 22 shows the equipment available in School G.

Table 22. Provision of media center equipment in School G

Item of equipment	**Yes**	**No**
Circulation desk		**X**
Card catalog[1/]	**X**	
Book truck	**X**	
Dictionary stand	**X**	
Atlas stand	**X**	
Vertical file	**X**	
Picture file		**X**
Carrels		**X**
Cushions or pillows		**X**
Cabinet for storage	**X**	
Portable chalkboard	**X**	
Wall-to-wall carpeting		**X**
Draperies[2/]		**X**

Table 22. Provision of media center equipment in School G-Continued

Item of equipment	Yes	No
Running water	X	
Typewriter	X	
Telephone		X
Copying machine	X	
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers	X	
Overhead projector		X
Opaque projector		X
Projector screen	X	
Cameras	X	
Microreader		X

1/ All books were processed and cataloged in the central media center. Only printed materials were included in the card catalog.

2/ Venetian blinds were provided.

Materials

The collection included a record player and a set of six earphones, and almost no other audiovisual equipment except for a globe. There was a cupboard which contained a reasonable supply of filmstrips -- 232 sets -- plus 140 sets of photographs, 55 View Master reels, 16 sets of slides, 50 art prints, 11 study guides and manuals, and a few flat pictures.

The interviewer reported that Los Angeles has traditionally housed its audiovisual materials in central quarters and circulated materials at the request of teachers. The idea of audiovisual materials in individual schools is a new concept here, as it is to many other cities.

School G media center was added after Title II went into effect, and a media specialist was assigned in September 1967. The media center had the basic collection of 3,600 books selected for all Los Angeles elementary school media centers. In addition, it had approximately 300 paperback books, 3 sets of encyclopedias, and 8 periodicals (paid for from school funds). (See table 23.)

The interviewer reported that it was evident that this media center with approximately 2.6 books per student, many of which were far removed from the student range of reading ability and interest, could not support a tremendously lively program as yet.

The minimum book collection for School G was 9,930 books below the national standards of 10 books per pupil. Programs of individualized instruction and independent study practiced in the school since 1965, however, have required the maximum support of materials of all types.

Other types of printed materials, magazines, newspapers, pamphlets, and professional materials were either nonexistent or inadequate in supply.

Table 23. Media center resources, School G: School year 1967-68

Materials	No. of items
Books[1/]	3,900
Periodicals (subscriptions)	8
Newspapers	-
Pamphlets	-
Photographs	-
Musical scores	-
Maps	-
Globes	1
Recordings (albums)	-
Sets of transparencies	-
Tapes	-
Slides	-
16 mm. films	-
8 mm. films	-
Video tapes	-
Microfilm	-
Programed instructional materials	-
Filmstrips	-

[1/] The book collection in School G represented 2.6 books per pupil in the 3d year of Title II of ESEA. Eight percent of the collection was paperback books.

Expenditures for Media Center Resources

Table 24 provides data on the annual expenditures for media center resources from local and Federal funds for the fiscal years 1966, 1967, and 1968.

The level of support for elementary school media centers in Los Angeles was extremely low by national standards. The Department of School Libraries had, however, allocated $4,000 to School G in addition to the regular allotment for the 1967-68 school year, bringing the level of per pupil expenditure to $4.11 (see column 9).

It is noteworthy that 69 percent of the annual expenditure for media center resources for fiscal years 1966, 1967, 1968 was from local funds (column 4) and 30 percent from ESEA Title II (column 6). This indicates the incentive Federal funding provided the local education agency. The interviewer reported that no ESEA Title I or NDEA Title III funds for media center resources were reported.

Table 24. Expenditures for media center resources, School G: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 479	$ 320	66	$ 159	33	-	-	$ .33
1967	937	320	34	617	63	-	-	.67
1968	5,697	4,320	75	1,377	24			4.11
Total	$7,113	$4,960	69	$2,153	30			

*Do not total 100 because fractions were omitted

Utilization and Accessibility of Materials

The media center in School G was started as a scheduled classroom with no provision for the media center to be used by individual teachers or pupils. With one media specialist serving 1,383 pupils and with class enrollments of not more than 24 pupils, the following analysis of the utilization and accessibility of materials is understandable.

Two of the 11 teachers interviewed reported that their classes were scheduled in the media center once a week, and nine said that their classes were assigned to the media center less than once a week.

Ten of the teachers participating in the study reported that classroom collections were available from the media center. Five of the 10 indicated that these classroom collections were used to a great extent by their pupils, and five,that the classroom collections were used only to a limited extent. One teacher reported that classroom collections were not available from the media center.

The interviewer directed two questions to the pupils interviewed concerning use of the media center. The first question asked was: When did students use the media center most of the time? Twenty-three of the 47 pupils replied that they usually went to the media center after school; 17 said they used the media center during assigned periods; 12 were using it before school; two used it at lunch periods; three used it at any time during the school day.

The second question concerned the number of times per week pupils went to the media center. The responses were as follows:

Times a week	No. of pupils
More than 5 times	8
5 times	4
3 times	4
2 times	10
1 time	11
Less than once a week	10

Pupils were permitted to check out one book from the media center for home use. The daily circulation was approximately 50 hard-cover books and 10 paperbacks. This represents 3 percent of the pupil enrollment.

Textbooks

Textbooks are not eligible items under the ESEA Title II State plan. The provision of free textbooks for elementary school children is a responsibility of State and local education agencies; however, the availability of textbooks has an influence on the use of school media center resources.

Five of the teachers interviewed in School G said that textbooks were available in every subject where needed for each child; four said that the necessary textbooks were not available; one said the question was not applicable. Four of the teachers allowed pupils to take textbooks home; an equal number did not. Textbooks copyrighted before 1960 were used by five of the teachers; four had the use of textbooks copyrighted after 1960. Seven teachers used textbooks with minority groups represented in the content and illustration; two said that the textbooks used by their pupils had no reference to minority groups in content or illustrations.

With only 3 percent of the pupils taking books from the media center and half of the teachers interviewed not permitting pupils to take textbooks home, it may be assumed that a large percentage of the pupils had no school-related materials at home to help with study or to stimulate an interest in reading.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal was enthusiastic in his praise of the media center and its program: the Intensive Education Program was meeting the needs of the pupils being served, and the changes in the instructional program were the direct result of the establishment of the media center.

The interviewer reported that in an eight-page mimeographed statement outlining the program in School G, the word "library" was mentioned twice. At one point it was stated that there were library books in the classrooms and at another -- it was suggested that parents of prekindergarten, kindergarten, and primary pupils should be encouraged to take books from the library to read to their children.

The latter was the only reference to the library in a 21-point platform suggested by the principal for improving the reading program of the school. It was interesting that "individualized reading" was given much emphasis in this report, and that it was always referred to as "individualized reading" in the basal texts -- the importance of the resources of the media center in such a program was not considered.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

In School G, three of the teachers said that the school media center materials had greatly improved their teaching; eight felt their teaching had been only slightly improved by the new facilities and materials.

The interviewed teachers indicated that the media center collection was of little help as a resource in the development of their instructional program. Several factors may have been responsible for this, including the small quantity of materials, the absence of free access to the media center, and the scheduling procedure which did not permit time for the media specialist and teachers to plan cooperatively. Listed below are the resources rated by teachers as most helpful in developing their instructional program.

Resource	No. of teachers
Curriculum materials prepared by a faculty committee	5
Materials prepared by the local school district	5
Curriculum materials prepared by the teacher	4
Local workshops and curriculum study conferences	4
Materials prepared by professional organizations	1
Printed materials in the media center	1
Materials prepared in ESEA Title III centers	1
Materials from research laboratories	1

Media center resources were not rated highly by the teachers interviewed as a source for developing their instructional programs; however, these teachers did indicate that materials for pupils had helped them in different types of teaching situations. Table 25 shows the number of teachers responding that their teaching was affected by pupil materials.

Table 25. Teacher's report on effects of media center pupil materials on Teaching, School G

Effects of pupil materials	Yes	No
Materials for pupil use have helped do a better job of teaching in general.	8	2
Materials for pupil use have helped do a better job of teaching pupils with learning difficulties.	7	2
Materials for pupil use have helped do a better job of teaching pupils from low-income families.	8	2
Materials for pupil use have helped do a better job of teaching pupils from non-English-speaking homes.	7	2
Materials for pupil use have helped do a better job of teaching pupils from racial and ethnic minorities.	7	2
Materials are used with enthusiasm by pupils.	9	1

Teachers were asked to rate the media center services that had been most helpful to their pupils:

Services	**No. of teachers**
Easy access to materials and equipment	**8**
Storytelling	**6**
Book selection guidance	**6**
Literature appreciation	**5**
Formal media instruction	**3**
Book talks	**2**

In this rating of services, highest priority was given to the organization of materials in a center. It is to be noted that emphasis was on printed materials and the introduction to books and literature appreciation. The low priority given to formal media instruction may be accounted for by the scheduling policy. The interviewer reported that instruction in media center skills was given, but saw no overall plans which would aim at making certain that pupils had a great many experiences with a variety of reference materials and activities. There was no evidence of planning with teachers in making the media center an extension of the classroom.

In the opinion of the media specialist, the collection was not suitable either for supporting the instructional program or for meeting the special needs of the pupils. The teachers rated the media center resources in relation to the appropriateness to the instructional program in the following manner:

Rating	No. of teachers
Excellent	0
Very good	7
Good	1
Poor	3

The following rating was given the media center resources for meeting the special needs of the pupils:

Rating	No. of teachers
Excellent	0
Very good	5
Good	2
Poor	4

Both teachers and media specialist commented on the inadequate supply of materials in the media center for pupils with language difficulties and a cultural background different from that of the majority of Americans. The interviewer said that many teachers expressed the desire to become involved in book selection for media center resources.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

In School G, 47 pupils representing grades 4 through 6 were interviewed to determine their reaction to the media center -- 26 boys and 21 girls.

Forty-five of the pupils indicated that they enjoyed going to the media center most of the time; the remaining two did not say why they did not enjoy using the media center. The 45 pupils gave the following as their reasons:

Reason	No. of pupils
I like to read	37
I like to study there	31
It is quiet	25
The librarian is nice	23
I like to look at filmstrips	18
I like to look at pictures	13
It is pretty	12
I like to listen to records	9
Someone reads to me	4

It is important to note the high rating given by these pupils to the quietness of the media center, their liking to study there, and their personal opinion of the media specialist. Equally important is the fact that few of the pupils considered the physical surroundings attractive.

All of the pupils interviewed said that they could get books and pictures in the media center to help with their schoolwork and that they could get books which they were able to read. The experience of success in finding materials for assignments that they could read may account for the high rating given to liking to read.

When the pupils were asked if they could get books in the media center with pictures of children that looked like them, 33 of the pupils interviewed said "Yes" and 14 said "No." One 6th-grade boy commented:

> I want books that would interest children so that they would feel like they were in the pictures. Then everybody would be happy and no arguments.

To determine pupil independence in locating media center resources, the interviewers asked the pupils who helped them find the materials they wanted most of the time. The response most frequently given (by 22 of the pupils) was "I can find things myself"; the other answer was "the librarian" (by 15). Six students responded that their teacher was most helpful in finding media center resources; two pupils listed "another adult"; only one student answered "a friend."

The interviewer reported that the pupils in School G were very enthusiastic in their praise of the new media center and its resources, and very free in their comments and suggestions for improvement. Their suggestions included:

Scheduling

- I wish it would stay open more later.
- I wish we could go more often to the library.
- I would like it to be more, later after school.

Staff

- I wish they would have more librarians.

Collection

- I want more books to be smart, and learn more, and books of the future.
- I think we need more dictionaries and reference books because I go to the library often and find they are gone. They have many things we like.

School H

Community Background

School H is located in one of the worst slum areas of Los Angeles -- the scene of the 1965 riot, evidence of which was still visible. A large public housing project is located three blocks from the school, and one-story houses with yard space surround the grounds. The interviewer reported that a high fence was being constructed to protect the property from vandalism.

The School, the Pupils, and the Teaching Staff

The main building was constructed in 1929 and remodeled in 1958. Since then, several one-story temporary structures have been put up. These buildings which give a barracks-like impression, are used as classrooms.

School H has classes from kindergarten through 6th grade, with some special and ungraded classes. The enrollment has been decreasing over the past 3 years:

School year	Enrollment
1965-66	872
1966-67	765
1967-68	738

Some 20-25 percent of the enrollment transferred out of the school in 1967, and 15-20 percent of the pupils transferred in during the 1967-68 school year.

The school population was 92 percent Negro and about 8 percent Puerto Rican. All the pupils enrolled fell under the ESEA Title I formula.

In 1967-68, there were 31 classroom teachers; as in School G, the average class size was 24. In addition to the classroom teachers, the school had the full-time services of three reading specialists, one guidance counselor, six teachers of handicapped children, one nurse, one music teacher, two physical education teachers, six teaching aides, two resource teachers, and one oral language specialist. Once a week the services of a psychologist and a speech teacher were available, and twice a week the services of an enrichment teacher.

Since it had a smaller population, School H had only half as many reading specialists and fewer full-time extra professional services than School G. School H also had a smaller complement of teacher aides and parent helpers.

Class size was held to 24, but there were not as many adults in as many rooms as had been seen in the other school. Usually there were not more than two, and in many of the rooms visited there was only one.

In School H, 27 of the classroom teachers were interviewed -- 24 females and 3 males. The total years' teaching experience ranged from 23 years to 1 year, with an average 7 years, and an average of 4 years' teaching experience in School H.

Twenty-four of these teachers had a bachelor's degree; three had a master's. Nine of the teachers interviewed were teaching in School H at their request, 15 were assigned after consultation, and three were

assigned without consultation. Two teachers worked with pupils in kindergarten, the others in ungraded classes.

The Instructional Program

The principals in Schools G and H both described their programs as reading-centered and distinguished by ungraded reading classes, but there were some differences in the way they saw the work progressing. For example, in questions relating to change of emphasis since 1965, the principal of School G said that the developmental reading program was so effective that the need for remedial teaching had dropped radically. The principal of School H said that the emphasis on remedial work had increased greatly because of the added services of the reading specialists which made possible individual attention for students with reading problems.

The interviewer commented that, actually, something quite similar is no doubt going on in both places, but the personality of the interviewee made the difference in response. Because of the organization of reading groups in each school and the small number of students (six to nine) working with the reading specialist at one time, some prolonged observation would have been required to determine how much of the reading teaching was remedial and how much was purely developmental.

The instructional program and school organization had been revised since 1965. This was evidenced by increased curriculum planning at the school level, and use of board of education curriculum guides, printed and

audiovisual materials, and materials prepared by teachers. The principal said there had been a decided decrease in the use of textbooks and supplementary textbooks.

The changes in teaching methods and scheduling policy were reflected in the introduction of an independent study program, in individualized instruction, and in ungraded classes (these changes, however, were not reflected in the use of the media center). These programs were still practiced on a limited basis, with plans to expand them during the 1968-69 school year. There were also plans for a tutorial program through a volunteer agency for 1968.

The principal indicated that the instructional program was evolving to meet needs of the pupils enrolled, but was still in the developmental stage. The availability of materials in the media center, he said, had some impact on the changes in the instructional program.

The Media Center Staff

The media staff consisted of one full-time media specialist and two part-time media aides. The media specialist was assigned to the school in September 1967. She had 16 years' teaching experience, 2.5 years' experience as an elementary school media specialist, and experience in the central office of the library department. Her training included the bachelor's degree, with 24 hours of study in the organization, selection, and use of instructional materials, and an inservice course in working with minority-group children. She reported that her media training was adequate in both book and nonbook materials for elementary school children.

There was, in general, a livelier air at School H than at School G. The media specialist said she was involved in general curriculum meetings and a team teaching group; the media specialist at School G had said that there were no curriculum planning groups.

Media Center Facilities and Equipment

The physical proportions of the media center were less than those at School G. Both were too small, but this one had an area of about 10 square feet closed off and made into a textbook and supplies depository. The reading area was 432 square feet; 21 square feet of this area was used for picture books and storytelling. No space had been provided for an office, workroom, conference room, or storage.

The room had been equipped with six,long classroom tables and 40 chairs, 229 feet of regular shelving, and 32 feet of oversize shelving. A regular teacher's desk was used as a circulation desk.

The space for the reading area (432 square feet) would seat 12-14 pupils, if the 1960 national standards were applied.

To accommodate just one class in School H, 720 square feet should have been provided in the media center. To meet the recommended standard for seating no more than 80 pupils in one reading room, 2,400 square feet would have to be provided.

The media specialist said that the number of feet of shelving provided was adequate for the present collection and allowed for additions.

Table 26 shows the media center equipment in School H in fiscal year 1968.

Table 26. Provision of media center equipment in School H

Item of equipment	Yes	No
Circulation desk		X
Card catalog[1]	X	
Book truck	X	
Dictionary stand	X	
Atlas stand	X	
Vertical file	X	
Picture file	X	
Carrels		X
Cushions or pillows[2]		X
Cabinet for storage		X
Portable chalkboard	X	
Wall-to-wall carpeting		X
Draperies[3]		X
Running water		X
Typewriter	X	
Telephone		X
Copying machine		X
TV receiver		X
Radio		X
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers		X

Table 26. Provision of media center equipment in School H - Continued

Item of equipment	Yes	No
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

1/ All books were processed and cataloged in central media center. Only printed materials were included in the card catalog.

2/ School H had three small rugs.

3/ Venetian blinds were provided.

In the Board of Education of Los Angeles, the school library department and the audiovisual department are separate units within the instruction department. Audiovisual materials are housed in central headquarters and are circulated to the schools at the request of teachers. The idea of a variety of audiovisual instructional materials in individual schools is, therefore, a developing concept. Other services provided by the central school media center included the selection of all media center materials, centralized processing and cataloging, inservice training in the use of materials, introduction of new types of materials, an interlibrary loan service, and a center for the examination of books and audiovisual materials. The media specialist in School H reported that she also had the service of the production of graphic materials, and the loan of supplementary references and expensive materials.

Table 27 shows the resources in the media center in School H in fiscal year 1968.

Table 27. Media center resources, School H: School year 1967-68

Materials	No. of items
Books	3,600
Periodicals (subscriptions)	6
Newspapers	-
Pamphlets	-
Photographs	-
Musical scores	-
Maps	-
Globes	1
Recordings (albums)	-
Sets of transparencies	-
Tapes	-
Slides	-
16 mm. films	-
8 mm. films	-
Video tapes	-
Microfilm	-
Programed instructional materials	-
Filmstrips	-

The book collection in School H was 6,400 below the 1960 national standard for a minimum collection in schools having 200-299 students. The provision of 4.8 books per pupil was 5.2 below the recommended standard of 10 books per pupil.

As in School G, the six periodicals were purchased with school funds; no funds were allocated from the central office for periodicals. The complete lack of other types of materials is obvious from the table. The book collection in School H was that selected in the central office; the same books had been sent to all elementary schools. An additional allotment was given to the five schools in the IEP program; the selection from this allotment was the responsibility of the media specialist in

each of the schools. The interviewer reported the media specialist's interest and enthusiasm in preparing this order. The books had been selected by all the teachers in the school and the order was being compiled by the media specialist.

Expenditures for Media Center Resources

Table 28 provides data on the annual expenditures and per pupil expenditures from local and Federal funds for media center resources for 3 fiscal years, 1966, 1967, and 1968.

Table 28. Expenditures for media center resources, School H: Fiscal years 1966, 1967, 1968

Fiscal year	Total	Expenditure from local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 479	$ 320	66	$ 159	33	-	-	$1.82
1967	703	320	45	383	54	-	-	.94
1968	4,052	3,320	81	732	18	-	-	5.49
Total	$5,234	$3,960	75	$1,274	24	-	-	

*Do not total 100 because fractions were omitted

The total annual expenditure of $5,234 for 3 years did not meet the recommended annual expenditure for media center resources for an elementary school. For an enrollment of 738 in fiscal year 1968, at an average of $5 per book, the annual expenditure for books alone should have been $3,660 -- and at an average of $4 per item for audiovisual materials, the annual expenditure for these should have been $2,952, making a total annual expenditure of $6,612. Additional funds would be required for encyclopedias, dictionaries, magazines, newspapers, and professional materials.

The local agency provided 75 percent of the total for media center materials, with the Federal share less than one-quarter. In a 3-year period the total of ESEA Title II funds (see column 5) was $1,274. With the average cost of a book at $5, 255 books represented one book for every three pupils. It may be assumed that the greatest contribution of Federal funding was to stimulate the local agency to increase its effort.

Utilization and Accessibility of Materials

This was chiefly a scheduled media center. There were 3 half-hour recess periods open during the week when teachers could come in with a class, if they wished, to do special work, look for books to take home, et cetera.

Twenty-three of the 27 interviewed teachers reported use of the media center by their classes once a week; two said their classes used the facilities several times a week; one that her class used the media center every day.

One of the teachers commented that the media specialist stimulated and motivated her pupils so much that it was an educational tragedy that the pupils could not use the media center more often.

Twenty-six of the 42 pupils interviewed used the media center only when they went with a class during as assigned period. Three pupils reported using the media center after school; two pupils used the media center during lunch periods; four pupils said that they could use the facilities at any time during the school day. On the other hand, 33 of the pupils reported that they visited the media center once a week or less.

The interviewer found that circulation in School H was about as large as the collection could stand. The daily circulation figures reported by the media specialist were about 50 books and 10 paperbacks. With pupils allowed to check out only one book at a time, .06 percent of the enrollment were checking out books for home use.

Textbooks

Because of the interest in the availability of all instructional materials, the interviewer asked some questions concerning textbooks.

In School H, 16 of the interviewed teachers reported that textbooks were available for each child in the class; 10 said that the necessary textbooks were not available. Fifteen of these teachers allowed textbooks to be taken home; 11 did not.

Eight teachers used textbooks copyrighted before 1960; 18 had the use of textbooks copyrighted after 1960. Nine reported that the textbooks had references to minority groups in the text; seven that minority groups were represented in the illustrations. Seventeen of the teachers said that minority groups were not included in the text, and 19 that minority groups were not represented in the illustrations.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal asserted that the new media center had been greatly responsible for changes in the instructional program and the new teaching methods and practices introduced in the school since 1965. However, in an informal conversation he told the interviewer that he had made an arrangement with the public library to supply books to his school on a twice-weekly basis. This led the interviewer to conclude that the principal did not see the media center as a part of the instructional program, as an extension of the classroom, or as a laboratory, but rather as an added attraction for recreational purposes.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

In School H, nine of the interviewed teachers felt that the new media center had greatly improved teaching methods; 16 said it was responsible for slight improvement.

The areas in which materials for pupils had an impact on special teaching situations are shown in table 29.

Table 29. Teachers' report on effects of media center pupil materials on teaching, School H

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupil use have helped do a better job of teaching in general.	16	2

Table 29. Teachers' report on effects of media center pupil materials materials on teaching, School H - Continued

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupil use have helped do a better job of teaching pupils with learning difficulties.	14	7
Materials for pupil use have helped do a better job of teaching pupils from low-income families.	13	5
Materials for pupil use have helped do a better job of teaching pupils from non-English-speaking homes.	7	10
Materials for pupil use have helped do a better job of teaching pupils from racial and ethnic minorities.	14	3
Materials are used with enthusiasm by pupils.	14	4

The services provided by the media center that were most helpful to them as teachers were rated as follows:

Services	No. of teachers
Use of books	20
Availability of reference and research materials	18
Use of audiovisual materials	10
Services of media specialist as a resource person in the classroom	7
Formal media instruction for students	5
Media center assistance in planning units of work	5
Use of magazines	1

The media services that proved most helpful to pupils, as rated by the teachers were:

Services	No. of teachers
Storytelling	21
Literature appreciation	14
Book selection guidance	13
Easy access to materials and equipment	9
Book talks	7
Assistance to pupils in study and work techniques	7
Formal media instruction	5

Priority, again, was given to printed materials. This was the first school in the study in which the teachers interviewed did not say that the most helpful service to pupils was the easy access to materials and equipment, but rather gave a higher rating to the introduction to reading in the forms of storytelling and literature appreciation. The home background of the pupils may account for this.

In the opinion of the media specialist in School H, the collection selected for the media center was not suitable either to support the instructional program or to meet the special needs of the pupils. The teachers who work more directly with the pupils and the program were also asked to evaluate the media center collection in relation to the instructional program.

Rating	No. of teachers
Excellent	1
Very good	5
Good	16
Poor	5

The teachers' rating of the appropriateness of the collection to meet the special needs of the pupils was:

Rating	No. of teachers
Excellent	1
Very good	1
Good	8
Poor	15
Don't know	2

The teachers' evaluation of the media center collection's appropriateness for supporting the instructional program was higher than that by the media specialist; 16 of the teachers rated the collection as good; five rated it poor.

Fifteen of the teachers rated the collection as poor in its relation to the special needs of the pupils enrolled in the school. Teachers know the reading levels and interests of the pupils, and if they become involved in the selection of materials for the media center, the collection may become one that is more appropriate to meet the needs of the pupils.

Impact of the Media Center's Materials and Program from the Point of View of the Pupils

Forty-two pupils were interviewed in School H -- 12 boys and 30 girls -- in grades 3 through 6.

Only one pupil responded negatively when asked if he liked to use the resources and facilities of the media center. The reasons and the number of pupils responding are given below:

Reason	No. of pupils
I like to read	35
I like to study there	22
The librarian is nice	21
I like to look at filmstrips	16
It is quiet	15
I like to look at magazines	15
It is pretty	14
I like to look at pictures	12
I like to listen to records	7
Someone reads to me	7

All of the pupils interviewed said that they could get books from the media center that they could read themselves, and 38 said that there were books and pictures in the media center to help them with their schoolwork. The sense of success in reading books independently may account for the top rating given to reading. The personality of the media specialist also had an effect on the pupils' attitudes toward the media center.

Twenty-nine pupils said that there were books in the media center with pictures of children that looked like themselves; 12 said that they could not find such pictures. The interviewer reported that the pupils in School H were more vocal on this subject than were the pupils in Schools G and I.

School I

Community Background

School I is surrounded by neat one-story houses with front yards. It was hard for the interviewing team from the East to realize that this community was considered a ghetto area. Blooming flowers made most of the yards rather attractive. It was not until the outdoor toilets were seen that the economic level of the community became apparent.

The School, the Pupils, and the Teaching Staff

School I, kindergarten through 6th grade, is located in a building 49 years old. As in the other schools visited for this study, the building had been remodeled in the last 5 years. Several one-story unattractive barracks buildings studded the grounds.

Even with the barracks, the school was overcrowded. The auditorium was used for a reading clinic, three small rooms originally planned for reading clinics were being used for classrooms, and the space for the sanitary unit was used for storage. The primary grades were on double session because of this crowded condition.

The school was headed by a vivacious principal whose sparkle and interest in children seemed to have been caught by the teachers. The principal's relation with the teachers and children was friendly but positive. She told the interviewer that she was near retirement, and her entire professional career had been spent working with Mexican-American children.

In School I more than 90 percent of the pupils were of Mexican decent; two Negro families and one Oriental family were represented in the school population. The whole school population fell within the ESEA Title I criteria.

In 1967-68, the number of classroom teachers was 59; the average class size for that year was: kindergarten 15; 1st and 2d grades 23; 3d, 4th, 5th, and 6th grades, 27.

In addition to the classroom teachers, the services of a guidance counselor, five reading specialists, a nurse, two teachers of English as a second language, a music teacher, three physical education teachers, one enrichment teacher in language arts, two prekindergarten teachers, two resource teachers, and six teachers of handicapped children were available on a full-time basis. The services of a specialist in science, a speech correction teacher, and two additional physical education teachers were available on a part-time basis.

Thirty of the teachers in School I cooperated with the interviewing team -- 24 females and six males. Their teaching experience ranged from 38 years to 1 year, with an average of 14 years, and an average of 6 years' teaching in School I. Seven had requested an assignment in this school; 18 were assigned after consultation; three were assigned without consultation; one was requested by the school; -- one was a long-term substitute in the school. The teachers participating were assigned five classes from prekindergarten to 6th grade, with the majority in ungraded classes.

The Instructional Program

School I was also a participant in the Intensive Education Program. The emphasis of the entire instructional program here, too, was on intensified reading.

Since 1965, there had been significant changes in the instructional process in the school. These changes were characterized by a greater stress on remedial work, more teacher involvement in curriculum planning on the building level, and increased use of board of education curriculum guides, printed and audiovisual materials, and materials prepared by teachers. Equally significant was the decreased emphasis on the use of textbooks and supplementary textbooks.

Changes have also been made in scheduling and teaching methods since 1965. These changes have been gradual, but in the 1967-68 school year, independent study, individualized instruction, flexible scheduling, and ungraded classes were in wide use, and a tutorial program was in the experimental stage.

The principal said that these changes in program and practices had been planned and designed to bring the instructional program more in line with the special needs and interests of the pupils.

The Media Center Staff

On the day the interviewing team visited School I, the pupils were dramatizing one of the fairy tales that they had read in the media center. Costumes for the dramatization had been made in a community center. Several parents were helping the media specialist with the production.

The media specialist had had 15 years' experience as an elementary school teacher; for 5 years she served as chairman of the library committee. This was her first year's experience as an elementary school media specialist. She had no formal media training or courses in work with minority-group children, or children of low socioeconomic status; however, her entire teaching experience had been with minority-group children.

The media specialist served on the curriculum committee and was a member of a team teaching group.

Parents were active in the media center on the day the interviewing team was in the school; they were, the media specialist reported, volunteers, and worked on a very irregular basis.

To meet the recommended 1960 standards, the staff should consist of three full-time media specialists and one full-time and one half-time media aide to provide the services required for an enrollment of 958.

Media Center Facilities and Equipment

The media center in School I was the size of two classroom units: 396 square feet for a reading area, with 16 square feet of this space being used for a listening and viewing area, and 14 square feet for a picture-book area.

The media center had seven tables and 40 chairs, a seating capacity for .02 percent of the enrollment.

The media specialist reported that the 192 feet of regular shelving and 14 feet of oversize shelving were inadequate for the present collection; a minimum of 96 additional feet were needed for this purpose.

Table 30 shows the equipment available in School I.

Table 30. Provision of media center equipment in School I

Item of equipment	Yes	No
Circulation desk	X	
Card catalog[1]	X	
Book truck	X	
Dictionary stand	X	
Atlas stand	X	
Vertical file	X	
Picture file	X	
Carrels		X
Cushions or pillows		X
Cabinet for storage		X
Portable chalkboard		X
Wall-to-wall carpeting		X
Draperies[2]		
Running water		X
Typewriter	X	
Telephone		X
Copying machine		X
TV receiver	X	

Table 30. Provision of media center equipment in School I - Continued

Item of equipment	Yes	No
Radio	X	
16 mm. projector		X
8 mm. projector		X
Filmstrip viewers		X
Overhead projector		X
Opaque projector		X
Projector screen		X
Cameras		X
Microreader		X

1/ All books were processed and cataloged in the central media center. Only printed materials were included in the card catalog.

2/ Venetian blinds were provided.

The minimum standards for equipment to provide good service were not met. However, the interviewer reported that the limited equipment provided in School I was receiving maximum use by the pupils observed.

Materials

Table 31 shows the resources available in the media center in 1967-68.

Table 31. Media center resources, School I: School year 1967-68

Materials	No. of items
Books	3,600
Periodicals (subscriptions)	-
Newspapers	-
Pamphlets	-
Photographs	-
Musical scores	-
Maps	-
Globes	1
Recordings (albums)	1
Sets of transparencies	20
Tapes	1
Slides	-
16 mm. films	-
8 mm. films	-
Video tapes	-
Microfilm	-
Programed instructional materials	-
Filmstrips	-

With an enrollment in 1967-68 of 958 pupils, the media center provided 3.7 books per pupil -- 9,580 books below the 1960 national standards for a minimum collection of books. Provisions for other types of printed and nonprinted materials, required to provide educational and recreational service, were nonexistent or extremely limited.

Expenditures for Media Center Resources

Table 32 provides data on the annual expenditures for media center resources in School I for 3 fiscal years.

Table 32. Expenditures for media center resources, School I: Fiscal years 1966, 1967, 1968

Fiscal Year	Total	Expenditures from local funds		Expenditures from Federal funds				Per pupil expenditure
				ESEA II		NDEA III		
		Funds	% of total	Funds	% of total	Funds	% of total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1966	$ 479	$ 320	66	$ 159	33			$ .61
1967	796	320	40	476	59			.95
1968	3,170	2,320	73	850	26			3.30
Total	$4,415	$2,960	67	$1,485	33			

*Do not total 100 because fractions were omitted

The expenditures from both local and Federal funds in 1968 could have added 634 books, at $5 per book, or 792 filmstrips, at $4 per filmstrip, to the media center collection. Local and Federal expenditures of $479 for the first year of the media center program provided 95 books. The total funding for a 3-year period did not meet the recommended 1960 standards for annual expenditure.

Local funds represented 67 percent of expenditures for media resources, with Federal funds representing 33 percent (see columns 4 and 3). No report was made of ESEA Title I and NDEA III funds expended for media center resources in Los Angeles.

Utilization and Accessibility of Materials

The media center operated on a scheduled assigned media period for classes, with teachers accompanying their classes.

Table 33 shows the mid-semester media schedule for spring 1968.

During the spring semester, 35 classes were scheduled in the media center for periods of 45 minutes or 30 minutes. One 15-minute period in the week was unscheduled to allow teachers or pupils to use the center for any purpose. The library club was a group of pupils from the upper grades who were interested in reading. With the floor space and the number of tables and chairs provided, the reading room could not accommodate more than one class at a time. It may be assumed that every class could not be scheduled in the media center once a week. A 6th-grade girl commented on the scheduling policy:

> I would like to have a bigger library and more books so that we can have a chance to go to the library more often. And so we can have a chance to see more books. But we would like a bigger library so we can put in more books to read.

The interviewer reported that the physical size of the media center and the number of staff did not permit use of the resources in the center when classes were assigned.

Table 33. Mid-semester media center schedule, School I: Spring 1968

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 9:45	Class #29	**Preschool #35**	Class #27	Class #22 9:00 - 9:30	Class #37
9:45 - 10:30	Class #2	Class #10	Circulation or instruction	Class #33 9:30 - 10:00	Class #38
10:30 - 11:00	Recess	Recess	Recess	Recess	Recess
11 - 11:30	Class #20	Class #36	Class #18	Class #10	Class #1
11:30 - 12:00	Class #20	Class #40	Class #18	Class #10	Class #11
12 - 1:00	Library Club	Library Club	Library Club	Library Club	Library Club
1 - 1:30	Class #41	Class #8	Class #1	Class #1	**Class #14** **1 - 1:40**
1:30 - 2:00	Class #41	**Preschool** Class #35	Class #6	Class #4	Class #12 1:40 - 2:20
2 - 3:00	Class #15	Class #17	Class #13	Class #31 Enrichment	Class #16 & Class #19 Upper EMR 2:20-3

Note: The library was open to all teachers for book selection at 8:30 each morning, 12 noon, and usually at 3:00 p.m.

Twenty-eight of the 48 pupils interviewed reported that they used the media center only during assigned periods; nine had free access to the media center at any time during the school day; six used the center after school; three went to the center during lunch period; two used the center before school. Some pupils sensed the inaccessibility of the media center, and expressed themselves on the times they would like to use the media center facilities and resources:

> More books about sports 'cause I have read almost all of them and to go to the library more often.

And from a 5th-grade pupil:

> I think we need more time after school and before school.

In School I, 20 of the teachers interviewed had the use of classroom collections from the media center; 12 reported that pupils used these collections to a great extent; seven indicated that the collections were used to a limited extent; one reported that the collection was not used at all. Six of the teachers did not use the classroom collections borrowed from the school media center.

Twelve of the teachers interviewed in School I reported that textbooks were available where needed in every subject for each child; 13 reported that they did not have available enough textbooks for each child. Eighteen teachers allowed the pupils to take textbooks home, seven did not. Ten teachers reported that the textbooks in use were copyrighted before 1960;

15 did not use textbooks copyrighted before 1960. Nine teachers indicated that information concerning minority groups was included in the text, and eight reported that minority groups were included in the illustrations of textbooks used by their pupils. Sixteen teachers reported that textbooks used by their pupils did not include references to minority groups in the text, and 17 said that minority groups were not included in the illustrations of the textbooks.

The pupils in School I were not permitted to take books from the media center for home use; they could, however, check out books for use in the classroom. Those pupils who were not permitted to take textbooks home were without any reading materials related to their schoolwork.

Impact of the Media Center's Program and Materials from the Point of View of the Principal

The principal reported that the instructional program after 1965 did meet the special needs of the pupils enrolled. The instructional program was designed to bridge the language gap and the cultural differences so that the pupils could successfully fit into American life. The establishment of the media center contributed to a great extent to the changes in the program and teaching methods, and the center was used frequently and enthusiastically by teachers and children.

Impact of the Media Center's Program and Materials from the Point of View of the Teachers

Nineteen of the teachers interviewed said that their teaching had been greatly improved as the result of the new media center, eight that their teaching had been only slightly improved, and one reported no improvement in teaching methods as a result of the establishment of the media center. The specific teaching situations in which the materials for pupils had improved teaching methods were rated by the teachers as shown in table 34.

Table 34. Teachers' report on effects of media center pupil materials on teaching, School I

Effects of pupil materials	No. of teachers	
	Yes	No
Materials for pupils have helped do a better job of teaching in general.	28	0
Materials for pupils have helped do a better job of teaching pupils with learning difficulties.	22	4
Materials for pupils have helped do a better job of teaching pupils from low-income families.	19	7
Materials for pupils have helped do a better job of teaching pupils from non-English-speaking homes.	19	6
Materials for pupils have helped do a better job of teaching pupils from racial and ethnic minorities.	17	6
Materials are used with enthusiasm by pupils.	26	0

The services provided by the media center which teachers reported as most helpful in their work were rated as:

Service	No. of teachers
Use of books	25
Availability of reference and research materials	17

Service	No. of teachers
Use of audiovisual materials	13
Services of media specialist as a resource person in the classroom	8
Efficient circulation system	8
Formal media instruction for students	4
Media center assistance in planning units of work	4
Meetings on subject area or grade level	3
Use of magazines	1
Professional publications	1
Information on new materials	1
Costumes for pupil use	1
Stimulating librarian	1

The services provided by the media center which the teachers rated as most helpful to the pupils were:

Service	No. of teachers
Easy access to materials and equipment	19
Storytelling	17
Book selection guidance	12
Formal media instruction	11
Literature appreciation	8

Service	No. of teachers
Assistance to pupils in study and work techniques	7
Book talks	5
Other (resource materials)	1

The rating by teachers of media center services most helpful in their work emphasized the use made of printed materials and the keep of these materials in what could be difficult teaching situations. Regarding the media center services most helpful to pupils, the teachers again rated printed materials highest and, as in Schools G and H, emphasized the impact of an organized center on the accessibility of materials.

In School I, the media specialist reported that the collection was appropriate to a limited extent for supporting the instructional program. The exceptions were the need for Spanish texts and stories, general science, music and art, and materials for the preschool children. The shortage of books in Spanish limited the appropriateness of the collection to meet the special needs of the pupils.

Teachers also rated the media center collection in relation to its appropriateness to the instructional program.

Rating	No. of teachers
Excellent	3
Very good	8
Good	12
Poor	6
Don't know	1

Teachers then rated the appropriateness of the collection to the special needs of the pupils as:

Rating	No. of teachers
Excellent	3
Very good	3
Good	9
Poor	15

The media specialist and the teachers agreed that the media center collection was more appropriate to the instructional program than to the needs of the pupils. On the other hand, if the instructional program, as reported by the principal, was very appropriate to the special needs of the pupils, and the media center collection was adequate to support the instructional program, it should be assumed that the collection was adequate for the needs of the pupils.

Impact of the Media Center's Program and Materials from the Point of View of the Pupils

The interviewer reported that on the day of the visit the media center was alive with activity involving the media specialist, teachers, parents, and adults from a community center. It was obvious that the pupils were accustomed to such activity.

Forty-eight pupils enrolled in grades 3 through 6 participated in the interview in School I -- 26 boys and 22 girls.

Only three of these pupils indicated that they did not enjoy going to the media center; the remaining 45 said they enjoyed going to the media center most of the time. They gave the following reasons for enjoying the media center:

Reasons	No. of pupils
I like to read	45
I like to study there	34
It is quiet	32
I like to look at filmstrips	26
The librarian is nice	25
Someone reads to me	12
I like to look at pictures	10
I like to listen to records	9
It is pretty	8

As in Schools G and H, the majority of the pupils interviewed liked the media center because they like to read. The interviewer found the pupils very articulate about the kinds of books they enjoyed and why; they also suggested subject areas where more books were needed. All the pupils interviewed said that there were books in the media center they could read independently, and 46 of them found help with their schoolwork in media center resources.

Emphasis had not been placed on making pupils independent media-center users; however, 13 of the pupils interviewed said that they could find materials by themselves. Thirty said that the media specialist helped them most of the time, three said a teacher helped them locate materials, and two admitted that a friend was most helpful.

The interviewer reported that a majority of the pupils interviewed in School I (42) said they could not get books in the media center with pictures of children that looked like themselves.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The number of inner-city elementary schools with media centers established since the inception of the Elementary and Secondary Education Act of 1965 participating in this study was small compared with the total number of schools where such media centers were set up. However, it may be assumed that the conclusions drawn from the examination of these nine schools reflect the general patterns and conditions in most of the elementary school media centers in inner cities.

The nine principals interviewed felt that the establishment of a media center since 1965 had varying degrees of influence on changes in the instructional program and in teaching methods. They predicted that the potential for influencing change would increase as the collections grew and as staff was provided to perform the services expected of a media center. Yet in only three instances was there any evidence that the media centers would not fit into the philosophy and format of the traditional educational programs already operating in the schools. In other words, the media centers were lagging behind the new practices introduced in the instructional program. This was most evident in the rigidity of the scheduling policies, and the absence of educational programs in the media centers.

The impact of the media center resources and facilities on teaching methods of the individual teachers varied to a great extent as did the principals' opinions. Many factors were responsible for this diversity of opinion, including training, subject and grade level taught, scheduling policy, and accessibility of resources. Many teachers expressed the idea that the potential of the media center materials for effecting change was great.

Except in one school, the teachers believed that the greatest services provided by the media center, both to pupils and to themselves, were the accessibility of printed materials in an organized center, and the introduction of printed materials to pupils through book talks and storytelling.

In the opinion of the largest percentage of the teachers, the materials in the media centers were more appropriate for supporting the instructional program than for meeting the special needs of the pupils being served. This, of course, raises the question of criteria applied to selection of materials, and the involvement of teachers, pupils, administrators, and building-level media specialists in the selection process.

The greatest impact of media center facilities and materials was made on the pupils enrolled in the nine schools participating in the study. Nearly all (some 99 percent) of the interviewed pupils reported that they enjoyed going to the media center because they liked to read and that they could locate materials in the center to assist them with their schoolwork. The pupils agreed with the teachers that the most useful service provided was the accessibility of printed materials in the media centers.

The pupils were equally as vocal concerning the titles they had read and enjoyed as they were concerning the inaccessibility of the media center resources and facilities, the quantity of materials available, the need for more staff, and the gaps in the collection.

No appreciable difference was noted in pupil achievement from the reading scores; however, the nine media centers were in an elementary phase of development and no conclusion could be drawn regarding the impact of media center materials on pupil achievement at this early stage.

The scheduling policy determines to a large extent the attitude toward and the use made of the media center. The general pattern of use of the media centers in the nine schools participating in this study was one of assigned classes once a week or less. During these assigned periods, the activities consisted of storytelling or book talks, and of selecting and checking out a book for home use. There was little evidence of training in media center skills, use of reference materials, work with teachers on integrating media center materials with units of class work, or independent study. In most cases, the media centers were open, with professional staff before and after school, but a minority of the pupils used the materials at these times.

Circulation figures reflected the limited use made of the media centers and the limited resources available -- a maximum of two books permitted to be checked out in one school, and no home circulation in another school. Only one of the schools permitted filmstrips and viewers to be borrowed for home use.

Certain factors were common to the nine schools participating in the study:

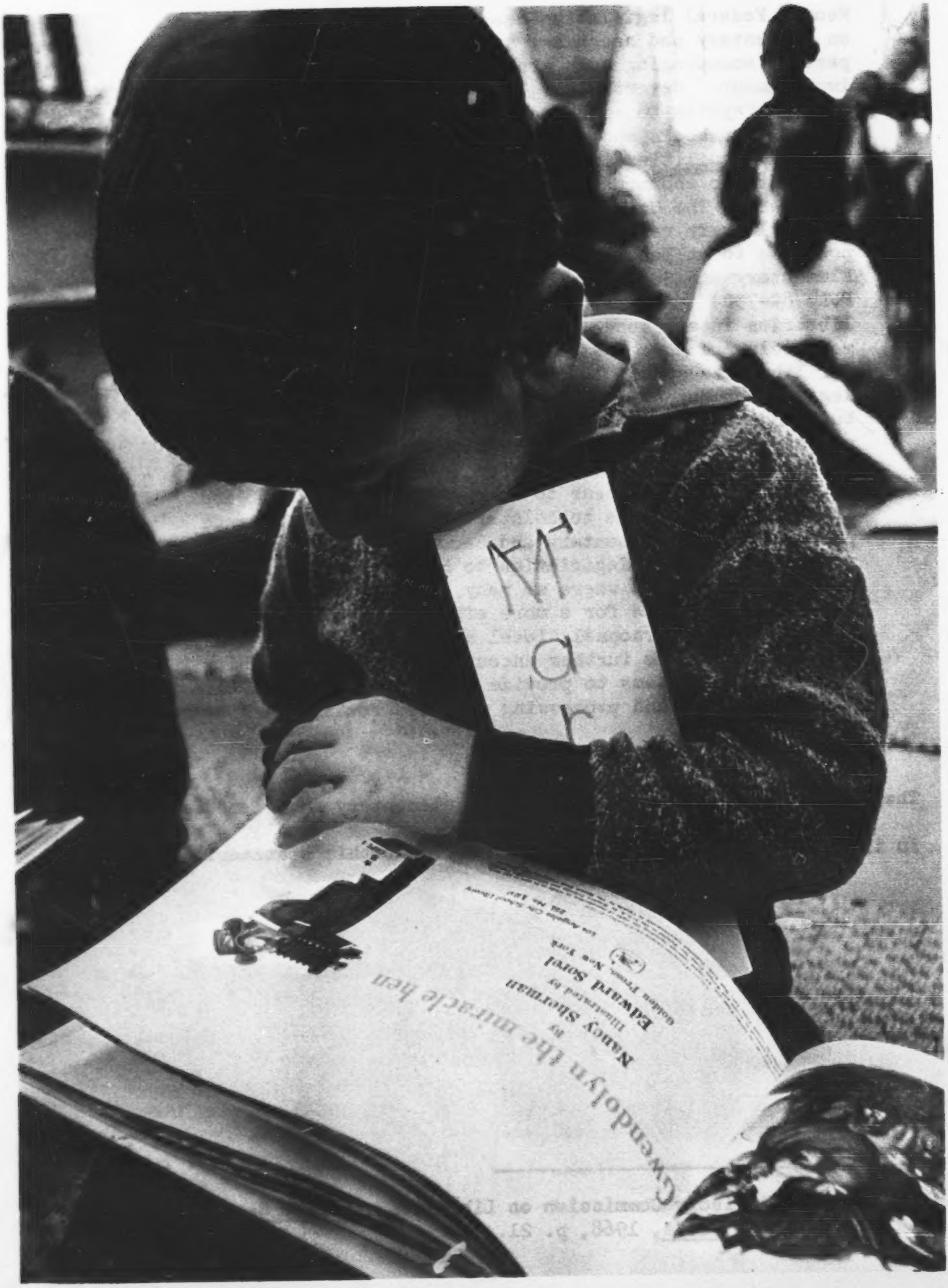
- ESEA Title II provided the impetus for the establishment of the media centers.
- ESEA Title II was the incentive for an increase in local funds in Los Angeles and Cleveland, and an increase in State funds in Buffalo, for media center materials.
- The combined Federal, State, and local funds for annual expenditure for school media center materials were too low to make an appreciable change on the curriculum, teaching methods, or pupil achievement.
- The scheduling policy affected the accessibility of the media center resources and served as a deterring factor on the impact of the materials in the instructional program.
- Principals and teachers exhibited enthusiasm for the potential of the media centers programs and materials to induce change.
- The provision of media center resources, staff, and facilities has been instrumental in changing pupil attitude toward reading and in creating a more critical attitude toward literature.
- The media center programs are in an elementary stage of development; they have yet to become laboratories for learning and an integral component of the instructional program.

The report of the National Advisory Commission on Libraries, Library Services for the Nation's Needs, states:

> Recent Federal legislation has already had visible impact on elementary and secondary school library development, in part by encouraging much greater local effort in library improvement. Nevertheless, and in spite of differences from one system to another, the needs of our schools in general for books and other library materials, for adequate physical facilities in which to house libraries, and for staff are so enormous that continued Federal assistance is necessary. The Commission believes that appropriations for school library resources should be increased as soon as possible to at least the full amount authorized by the Elementary and Secondary Education Act of 1965 (P.L. 89-10, P.L. 89-750). At this time some school buildings have no libraries in any sense of the word; too often meager materials are housed with notable inadequacy. Provision for libraries should be made mandatory in any Federal legislation supporting the construction of new school buildings or the expansion of existing buildings that do not already have adequate library facilities. It should be noted that libraries in schools serving educationally deprived children appear to be extremely deficient, and it would be advisable to bolster the library assistance provided by the Elementary and Secondary Education Act with supplementary legislation to help solve this problem in our large cities where so many disadvantaged children reside. To provide for a more efficient use of materials, equipment, and personnel, local and State school library agencies should be further encouraged to form community and regional systems to provide centralized consultation and acquisitons and processing services for school library materials. 1/

These descriptive case studies of nine elementary school media centers in inner areas of large cities fully document this statement.

1/ National Advisory Commission on Libraries, Library Services for the Nation's Needs, 1968, p. 21.


Mar
Gwendolyn the miracle hen
by
Nancy Sherman
Illustrated by
Edward Sorel
Golden Press, New York

Appendix A

Books That Pupils in Nine Inner-City Elementary Schools Report Enjoying Reading in 1967-68

Adler, Bill. Mickey Mantle Album

Agle, Nan H. and Ellen Wilson. Three Boys and a Mine

Alcott, Louisa May. Rose in Bloom

Alden, Raymond. The Boy Who Discovered the Spring

Aliki. Keep Your Mouth Closed, Dear

Andrews, Roy C. All About Dinosaurs

All About Whales

Antonacci, Robert J. Baseball For Young Champions

Football For Young Champions

Arbuthnot, Mary Hill. Time for Fairy Tales, Old and New

Baker, Augusta. The Talking Tree

Barr, Donald. How and Why Wonder Book of Atomic Energy

Barrie, James M. Peter Pan

Bauer, Helen and Sherwin Carlquist. Japanese Festivals

Baum, Betty. Patricia Crosses Town

Behn, Harry. Faraway Lurs

Bond, Michael. A Bear Called Paddington

Bonham, Frank. Speedway Contender

Bower, Louise. The Secret of Willow Coulee

Brink, Carol. Caddie Woodlawn

Bulla, Clyde R. Ghost Town Treasure

Old Charlie

Viking Adventure

Caldecott, Randolph. House That Jack Built

Calhoun, Mary. Katie John

Carlson, Natalie. The Empty Schoolhouse

Carroll, Lewis. Alice's Adventures in Wonderland

Carroll, Ruth. Digby the Only Dog

Chester, Michael. Let's Go to the Moon

Christopher, Matt. Baseball Flyhawk

Chute, Marchette. Stories From Shakespeare

Ciardi, John. I Met a Man

Clayton, Edward. Martin Luther King: The Peaceful Warrior

Cleary, Beverly. Henry Huggins

The Mouse and the Motorcycle

Clemens, Samuel L. (Mark Twain). The Adventures of Tom Sawyer

Cooke, David C. Better Baseball for Boys

Better Football for Boys

Daly, Maureen. Seventeenth Summer

Daugherty, James. Daniel Boone

d' Aulaire, Ingri and Edgar P. George Washington

Davidson, Mickie. Helen Keller's Teacher

De Regniers, Beatrice. May I Bring a Friend?

Dickens, Charles. A Tale of Two Cities

Ditmars, Raymond L. Snakes of the World

Eastman, Philip D. Go, Dog, Go!

Elkin, Benjamin. The Loudest Noise in the World

Emery, Anne. Spy in Old Detroit

Estes, Eleanor. The Witch Family

Faber, Doris. Robert Frost: American Poet

Faber, Nancy W. Cathy at the Crossroads

Farley, Walter. Little Black, a Pony

Felton, Harold. Pecos Bill

Finlayson, Ann. Gracie

Fitzhugh, Louise. Harriet the Spy

Flack, Marjorie. Walter the Lazy Mouse

Foster, Genevieve. Theodore Roosevelt

Friedman, Frieda. Carol From the Country
Ellen and the Gang
Sundae with Judy

Friedrich, Priscilla. The Easter Bunny that Overslept

Fritz, Jean. The Cabin Faced West

Gage, Wilson. Miss Osborne-the-Mop

Garfield, James. Follow My Leader

Garthwaite, Marion. Mario: A Mexican Boy's Adventure

Gottlieb, Robin. Mystery of the Silent Friends

Graham, Frank. Great Pennant Races of the Major Leagues

Graves, Charles P. Annie Oakley
John F. Kennedy

Greene, Carla. I Want to Be a Doctor
I Want to Be a Nurse

Grifalconi, Ann. City Rhythms

Hall, Elvajean. Pilgrim Neighbors

Haywood, Carolyn. B is for Betsy

Betsy's Busy Summer

Eddie and the Fire Engine

Two and Two Are Four

Heilbroner, Joan. This is the House Where Jack Lives

Hess, Fred. Man in Space

Hess, Lilo. Shetland Ponies

Hickok, Lorena A. Story of Helen Keller

Highland, Harold. How and Why Wonder Book of Mathematics

Hoff, Syd. Chester

Danny and the Dinosaur

Sammy the Seal

Stanley

Who Will Be My Friends?

Hogan, Inez. Little Lost Bear

Hoke, Helen. Jokes, Jokes, Jokes

Holland, Marion. Big Ball of String

Holling, Holling C. The Book of Cowboys

Hoover, Herbert. Fishing for Fun

Hughes, Langston. Famous American Negroes

Hurd, Edith. Last One Home Is a Green Pig

Jackson, Caary. Hillbilly Pitcher

Jane, Mary E. Mystery at Shadow Pond

Johnson, Crockett. The Frowning Prince

Harold and the Purple Crayon

Judson, Clara Ingram. Abraham Lincoln

Benjamin Franklin

City Neighbor: The Story of Jane Addams

Justus, May. New Boy in School

Kessler, Ethel. Do Baby Bears Sit in Chairs?

Kipling, Rudyard. The Jungle Book

Knight, Eric. Lassie Come Home

Kohl, Marguerite. Jokes for Children

Krumgold, Joseph. Onion John

Kunhardt, Dorothy. Gas Station Gus

Lattimore, Eleanor. Holly in the Snow

Little Pear

Lauber, Patricia. Story of Dogs

Lawson, Robert. Ben and Me

Leeming, Joseph. Riddles, Riddles, Riddles

Lemmon, Robert S. All About Birds

Lenski, Lois. Cowboy Small

The Little Fire Engine

Papa Small

Policeman Small

Life Magazine. The World We Live In

Lifton, Betty Jean. Kap, The Kappa

Lindgren, Astrid. Pippi Longstocking

Lofting, Hugh. Dr. Dolittle

McCloskey, Robert. Homer Price

McClung, Robert M. Vulcan

McGinley, Phyllis. The Plain Princess

McNicol, Jacqueline M. Elizabeth for Lincoln

Menke, Frank. Encyclopedia of Sports

Milne, A.A. Winnie the Pooh

Moore, Lilian. Important Pockets of Paul

Snake That Went to School

Neigoff, Mike. Smiley Sherman

Neurath, Marie. How Plants Grow

Norton, Mary. The Borrowers

Novikoff, Alex. From Head to Foot

Parkinson, Ethelyn. Good Old Archibald

Pene du Bois, William. Lazy Tommy Pumpkinhead

Petry, Ann. Harriet Tubman

Rey, Hans A. Curious George

Reynolds, Quentin. The F.B.I.

Rietveld, Jan. ABC Molly

Robinson, Louie. Arthur Ashe, Tennis Champion

Rosebrook, Jeb. Saturday

Sayers, Frandes. Tag-Along Tooloo

Schlein, Miriam. City Boy, Country Boy

Schoor, Gene. Young John Kennedy

Schulz, Charles. Good Ol' Charlie Brown

Peanuts

Sears, Stephen. Air War Against Hitler's Germany

Seibert, Jerry. Amelia Earhart

Sellew, Catharine. Adventures with the Gods

Seuss, Dr. The Cat in the Hat

The Cat in the Hat Comes Back

The Five Hundred Hats of Bartholomew Cubbins

Green Eggs and Ham

Hop on Pop

Horton Hatches the Egg

Scrambled Eggs Super

Thidwick: The Big-Hearted Moose

Sewell, Ann. Black Beauty

Shackelford, Jane. My Happy Days

Snyder, Louis. The First Book of World War II

Spencer, Cornelia. Keeping Ahead of Machines

Sperry, Armstrong. John Paul Jones

Spyri, Johanna. Heidi

Sterling, Dorothy. Mary Jane

Stevenson, Augusta. Booker T. Washington

Clara Barton

Stolz, Mary. The Bully of Barkham Street

Taylor, Sydney. All-of-a-Kind Family

Thayer, Jane. Outside Cat

Quiet on Account of Dinosaur

Thompson, Eileen. Blue-Stone Mystery

Travers, Pamela. Mary Poppins

Tregaskis, Richard W. John F. Kennedy and PT-109

Tworkov, Jack. The Camel Who Took a Walk

Van Riper, Guernsey, Jr. Babe Ruth

Lou Gehrig

Richard Byrd

Vinton, Iris. Look Out for Pirates!

Vreeken, Elizabeth. The Boy Who Would Not Say His Name

Warner, Gertrude. Blue Bay Mystery

Weil, Ann. Betsy Ross

Wheeler, Opal. Ludwig Beethoven and the Chiming Tower Bells

White, E.B. Charlotte's Web

Williams, Jay. Danny Dunn and the Homework Machine

Winterfeld, Henry. Star Girl

Witty, Paul. You and the Constitution of the U.S.

Zim, Herbert S. Alligators and Crocodiles

Frogs and Toads

Stars

Appendix B

Media Center Resources To Which Pupils Responded With Enthusiasm, As Reported by Teachers

Adams, R.L. ed. Great Negroes Past and Present

Negroes in Our History

American Heritage. The American Indian

Arbuthnot, May. Children and Books

Time for Poetry

Batchelor, Julie. Communication

Beim, L. Two is a Team

Bemelmans, Lorraine. Madeline

Bishop, Claire H. Five Chinese Brothers

Blecher, Wilfried. Where is Willie?

Bonsall, Crosby. Who's A Pest?

Bontemps, Arna. Golden Slippers

The Story of George Washington Carver

Branley, Franklyn. Mickey's Magnet

Cameron, Polly. I Can't, Said the Ant.

Carlson, Bernice. Listen! And Help Tell The Story

Clayton, Edward. Martin Luther King: The Peaceful Warrior

Cochran, Doris M. Living Amphibians of the World

Collins, Henry H. Junior Science Book of Turtles

Cook, J. Gordon. Exploring Under the Sea

Darbois, Dominique. Agossou, Boy of Africa d' Aulaire, Ingri. Benjamin Franklin

d' Aulaire, Ingri and Edgar Parin. Book of Greek Myths

Donovan, Robert. PT 109: John F. Kennedy in World War II

Eastman, Philip. Are You Mother? (Spanish Beginning Books)

Elkin, Benjamin. Loudest Noise in the World

Felt, Sue. Rosa-Too-Little

Ferris, Helen. ed. Favorite Poems, Old and New

Fisher, Aileen. Arbor Day

Flack, Marjorie. Walter the Lazy Mouse

Forbes, Esther. Johnny Tremain

Fox, Charles P. Birds Will Come To You

Freeman, Ira. All About Sound and Ultrasonics

Freeman, Don. Pet of the Met

Funk, Tom. I Read Signs

Hader, Berta. The Big Snow

Harper & Row, Basic Reader. Janet and Mark

Hickok, Lorena A. The Story of Helen Keller

Hill, Elizabeth, Evan's Corner

Hofsinde, Robert. Indian Games and Crafts

Holiday Publishers. Life-Cycle Stories Especially of the Bee

Hough, Emerson. Covered Wagon

Hughes, Langston. A Pictorial History of the Negro in America

Hurd, Edith. Last One Home is a Green Pig

Ipcar, Dahlov. Ten Big Farms

Jervis, Derek. The Seasons

Jordan, Helene. How A Seed Grows
Justus, Mary. New Boy in School
Kane, Joseph. Facts About the Presidents
Kantor, MacKinlay. Gettysburg
Keats, Ezra. Peter's Chair
The Snowy Day
Whistle for Willie

Kipling, Rudyard. Just So Stories
Le Sieg, Theodore. Ten Apples Up On Top!
Leaf, Munro. Manners Can Be Fun
Lionni, Leo. Little Blue and Little Yellow
Lopshire, Robert. Put Me In The Zoo
Loth, David, and Morris Ernst. How High Is Up?
McCloskey, Robert. Blueberries For Sale
Homer Price
Make Way for Ducklings

McKee, Paul, et al. Preprimer Basal Reader. Tip and Mitten
Rand McNally. Farm Animals
Martin, Patricia. Little Brown Hen
Nichol, William T. How Reference Sources Help Us
Patterson, Leilei. Halloween
Peterson, Isabel. ed. The First Book of Poetry
Phleger, Frederick. Whales Go By
Politi, Leo. Pedro, The Angel of Olvera Street

Ravielli, Anthony. Wonders of the Human Body

Rey, Hans. Curious George

Riverain, Jean. Ships of the World

Rush, Hannaford. Backyard Birds

Russell, D.H., et al. Open the Gate
Under the Apple Tree

Scheele, William. The First Mammals

Schlein, Miriam. City Boy, Country Boy

Seuss, Dr. The Cat in the Hat

Shotwell, Louisa. Roosevelt Grady

Slobodkin, Louis. Moon Blossom and the Golden Penny

Slobodkina, Esphyr. Caps for Sale

Squires, John. American Indian Dances

Sterling, Dorothy. Mary Jane

Stevenson, Augusta. Booker T. Washington
Clara Barton

Syrocki, B.J. What is Soil?

Thayer, Jane. Blueberry Pie Elf

Tichenor, Tom. Folk Plays for Puppets You Can Make

Udry, Janice. A Tree Is Nice

Ungerer, Tomi. Crictor

White, E.B. Charlotte's Web

Wormser, Sophie. About Silkworms and Silk

Wright, Dare. The Lonely Doll

Yashima, Taro. Crow Boy

Zim, Herbert S. Our Senses and How They Work
The Sun

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Stories, Fairy Tales and Legends

The Four Musicians

Jack and the Beanstalk

Johnny Appleseed

Rumpelstiltskin

Sleeping Beauty

Thanksgiving Day

The Three Bears

Three Billy Goats Gruff

Aesop's Fables

Cinderella

Little Red Riding Hood

Three Little Pigs

The Gingerbread Boy

Filmstrips

Arctic Regions

Negro History in America

Fractions, Addition and Subtraction

The Three Bears

Gingerbread Boy

Buzzy Bear Goes South

Evan's Corner

Fairy Tales

United States, Canada, Mexico, Latin America, Russia, the Nile Valley

Use of Maps

The Desert

The Moon

My Speech Helpers

The SH Sound and On Beginning Consonant Sounds and Phonics

Negroes Fight for Freedom Series

Story of Harriet Tubman

Talk About Good -- Talk About Bad

How Seeds Travel

Town Mouse

Take Care of Your Things

Aesop's Fables

Linear Measure

History of Weight

Gone With Words

Birds of Our Community

Children of Switzerland

Pesky, the Cold Bug

Keeping Children Safe

Story of a Deed

I Know a Story

The Number Line in Math

Introduction to Fractions

Our Library

Films

Hailstones and Halibut Bones

Colors

Social Studies Films

Space Films

Health Films on Care of Foods and Care of Clothing

La Gallenita Roja (The Little Red Hen)

About a Rainshower

Westward Expansion

Wooly, the Lamb

Mike Mulligan

Millions of Cats

Andy and the Lion

Additional Materials

Encyclopedias (Study of Stars and Moon)

Transparencies on Stars and Moon

Bowmar Record Collection

Record -- Mend Your Speech

Math Aids

Maps

Story Time Record Albums

Flat Picture Sets

Cookbooks

Picture - Story Study Print Set

Geology Books

Educational T.V. (Music Programs)

Listen and Do Record Series

Special Holiday Books

Picture Dictionaries

Childcraft

Community Helpers Series

Detroit Writers Committee Series

Appendix C

Textbooks Copyrighted before 1960 in Use in Nine Inner-City Schools

American Book Company, English Series. Our English Language - 1956

Mitchell, Lucy Sprague, ed. Here and Now - 1955

Garrard, Discovery Book Series. Ben Franklin - 1954
Luck and Pluck - 1952

Ginn, Basic Reader. Little White House - 1957
On Cherry Street - 1957
Trails to Treasure - 1956
We Are Neighbors - 1951
Wings to Adventure - 1956
Your Country and Mine - 1954

Harcourt, Brace & World, Inc. Growth in Arithmetic - 1956
Success in Spelling - 1959

Harper & Row Publishers, Alice & Jerry Reading Program.

Day In and Day Out - 1957
Friendly Village - 1957
If I Were Going - 1957
Neighbors on the Hill - 1943
Through the Green Gate - 1939

Houghton Mifflin. Looking Ahead - 1950

Scott, Foresman and Co., Social Studies. At Home - 1956
At School - 1956

Scott, Foresman and Co., Basic Reading Program.

Fun With Dick and Jane - 1956
Streets and Roads - 1956
More Streets and Roads - 1956
Time and Places - 1954

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